DOCUMENT RESUME

ED 476 514 CE 084 980

AUTHOR	Keane, Dee; Merton, Bryan; Napper, Rosemary; Jackson, Carol
TITLE	Getting Connected Guide: Curriculum Framework for Social Inclusion. Second Edition.
INSTITUTION	National Youth Agency, Leicester (England).; National Inst. of Adult Continuing Education, Leicester (England).
ISBN	ISBN-1-86201-164-8
PUB DATE	2002-00-00
NOTE	226p.; Edited by Bronwen Hunter and James Luger. Supported by the Community Fund and Local Government Association.
AVAILABLE FROM	National Institute of Adult Continuing Education, Renaissance House, 20 Princess Road West, Leicester LE1 6TP, United Kingdom. Web site: http://www.niace.org.uk (90 British pounds).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Adolescents; Adult Education; Alienation; Curriculum Guides; Emotional Intelligence; Foreign Countries; *Individual Development; *Interpersonal Competence; Learning Motivation; *Mentors; *Models; Postsecondary Education; Self Efficacy; Skill Development; *Social Integration; Social Isolation; Student Certification; Young Adults; *Youth Programs
IDENTIFIERS	Marginalized Groups; *United Kingdom

ABSTRACT

This document presents an innovative curriculum framework for helping individuals aged 16-25 years reconnect with learning and develop the "soft skills" needed to manage their lives and relationships. The guide contains ideas and approaches to help mentors and program managers implement the Getting Connected program, which is designed to support the public policy goal of re-engaging disengaged and disillusioned adolescents and young adults with mainstream opportunities for lifelong learning and work. Part 1 introduces the guide. Part 2 discusses the curriculum's policy context and partnership approach and presents two case studies. Part 3 details the curriculum's nine units, which are titled as follows: knowing myself; coping with feelings: holding beliefs: handling relationships; getting and giving support; exploring risks; managing myself; using information; and rights and responsibilities. Each unit includes materials for mentors and materials for learners. Part 4 examines the following topics: mentoring (skills, attitudes, and qualities needed by mentors; managing the mentoring process); emotional intelligence (self-awareness; OK-ness; self-management; motivation; empathy; handling relationships); learning (how people learn, choosing and using learning methods); and assessment (when, why, and how assessment should take place; giving constructive feedback; recording achievements). Part 5 lists the following resources for mentors: 86 references; 15 organizations; and 29 World Wide Web sites. (MN)

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GETTING CONNECTED™

Guide

Curriculum framework for social inclusion

Dee Keane ◦ Bryan Merton ◦ Rosemary Napper ◦ Carol Jackson

Editors: Bronwen Hunter and James Luger

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Second Edition

Supported by the Community Fund

The National Youth Agency

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YOUNG ADULT LEARNERS PARTNERSHIP

Local Government Association

Published by the National Institute of Adult Continuing Education
(England and Wales) and the National Youth Agency

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Registered charity number 1035804
Registered company number 2912597

First edition © 2000 Young Adult Learners Partnership (NIACE/NYA)
Second edition © 2002 Young Adult Learners Partnership (NIACE/NYA)

ISBN 1 86201 164 8

Design by Brooke Calverley and Creative Associates
Artwork by Ewing Paddock and Creative Associates
Printed in Great Britain by Aspect Print, Derby

Acknowledgements

Several people have laboured long and hard to produce ***Getting Connected*** and the *Getting Connected Guide*, written to support those who want to use the curriculum framework in their work with young adults. It is not possible to name all those who have been involved in its genesis and development, whether they contributed ideas during the early consultations or have been involved as practitioners or learners in the pilots. There are others whose ears have been bent and ideas canvassed in the process.

The Young Adult Learners Partnership would also like to acknowledge the help given in the early stages of the project by a group of enthusiasts who, despite their full diaries, nevertheless gave their time willingly: Chris Boseley, Sheila Brown, Tom Farrer, Jane Mardon, Rosemary Napper, Eileen Newman and Frances White.

The evolution of ***Getting Connected*** has been a lengthy process, which still continues as it adapts to the changing policy environment. As practitioners and young adult learners become familiar with its dimensions and the possibilities it affords for learning, building self-esteem and personal development, we expect more ideas about its application and further tools, techniques and processes to be brought to our attention. Suggestions from groups and individuals have been incorporated into this, the second edition of the *Getting Connected Guide*, and the process of improving and refining the guide will continue with the support and encouragement of ***Getting Connected*** practitioners. Thank you in anticipation of any further ideas and material you may want to send us.

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Introduction to the *Getting Connected Guide*

What's it all about?

Getting Connected has been developed by the Young Adult Learners Partnership (YALP, run jointly by the National Institute of Adult Continuing Education and the National Youth Agency), to help disengaged and disillusioned young adults to re-connect with learning and foster their personal development. It is aimed primarily, but not exclusively, at young adults aged 16–25.

How will it work?

Getting Connected is an innovative **curriculum framework**, providing opportunities for young people to develop the 'soft skills' involved in managing their lives and relationships. Practitioners, as mentors, support the young adults, helping them to plan and review their learning and to assess the learning outcomes.

Mentor is not necessarily a job title, it is a role that somebody takes on, whether as a volunteer or as part of paid employment. For example, it could be a youth worker, careers adviser or social worker. It could be somebody who happens to function as a role model for the young person by virtue of their qualities, accomplishments or status in the community. It is the key relationship in ***Getting Connected***, through which learning is planned, achieved and assessed.

This guide . . .

. . . contains ideas and approaches for mentors and managers, to help you get started with ***Getting Connected***. As the framework becomes more widely used, the *Getting Connected Guide* may be extended to include examples of work that illustrate the framework's value and relevance in motivating young adults to become lifelong learners.

So what is a 'curriculum framework'?

First a word about what it is not. It's **not a syllabus** or a study programme, detailing the core knowledge and skills that the learner has to acquire and demonstrate. It is simply a set of **learning outcomes**, together with the **criteria** by which the learners' performance will be assessed. The mentor and learner together decide the activities or projects through which the learner will achieve the outcomes and provide evidence of their achievement.

As a manager . . .

. . . you'll probably have most interest in the following sections, initially:

- ☐ **Pages 6–11** provide you with the context for the programme.
- ☐ **Pages 12–17** explain the infrastructure that you'll need to have in place for the programme to run effectively, first as an individual

organisation (creating the context) then in partnership with others (delivering through partnership). However, the framework is designed to be as flexible as possible in approach – it is essential that learners and mentors are given discretion in how to proceed.

- **Pages 18–20** give you an overview of the main Units of the curriculum framework.
- Also check out the ***Getting Connected*** website: www.gettingconected.org.uk

For mentors . . .

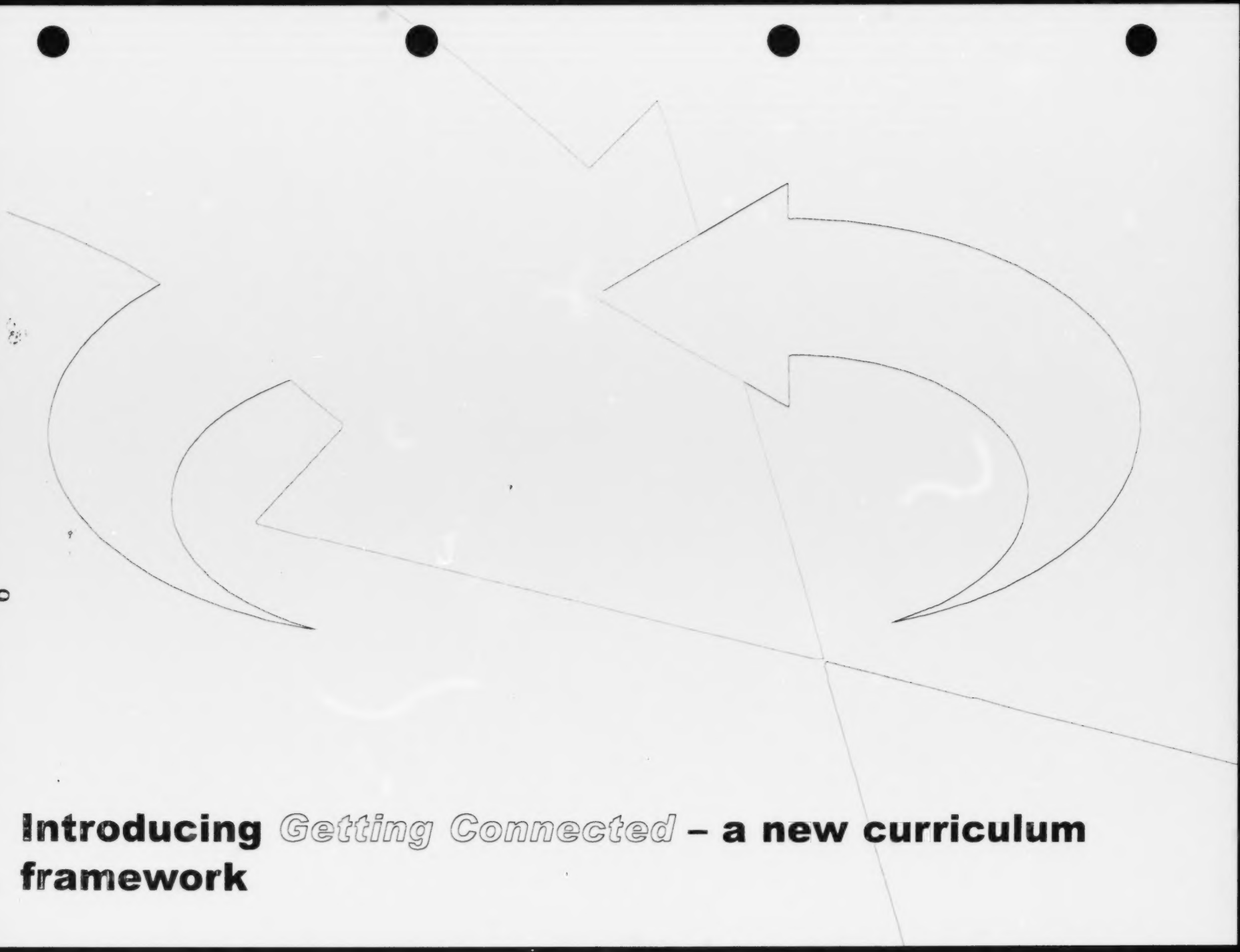
- **Pages 6–11** are recommended as a useful starting point – putting the programme in context. Later in this section, you'll probably be more interested in:
- **Pages 18–19** – An overview of the Units and learning outcomes.
- **Pages 20–23** – Planning your approach, which explains the many and varied ways that you can approach the learning outcomes for the Units.
- **Pages 50–120** – there are **two sets of materials** that you will be using 'on the job'. Each one lists, for each Unit of the framework in turn, the main learning outcomes and the criteria by which performance will be assessed. The first set is for you, the **mentor**, and additional materials include a rationale for the Unit and information about what you will need to know to support the **learner** in moving towards the learning outcomes. The second set is for the learner and includes information, advice, quizzes, hints about how to learn and suggestions for producing evidence.

Implementing *Getting Connected* – what you need to know provides the detail of what is involved in being a mentor.

- The **Mentoring** pages (**122–154**) describe the nature of the mentoring relationship and explain how to manage the mentoring process.
- In the **Emotional Intelligence** pages (**155–172**) you will find ways to increase your understanding of the key interpersonal and intrapersonal competencies.
- In the **Learning** pages (**173–195**), you'll find a set of ideas about how people learn and the significance of different ways of learning for choosing appropriate tools and techniques.

In both these sections, you will find questions to prompt your own reflection and learning. These are marked by Mentoring and Learning icons. In the final pages of this part of the *Getting Connected Guide*, you can find out about **Assessment** of learning and gathering evidence of such learning (**pages 196–213**).

Getting Connected offers the option of accreditation and a guidance document, *How to obtain accreditation*, explains the accreditation process and what is required with regard to providing evidence (available free of charge from either the National Youth Agency, 17–23 Albion Street, Leicester, or downloadable from the ***Getting Connected*** website at www.gettingconnected.org.uk).



Introducing *Getting Connected* – a new curriculum framework

Putting Getting Connected into context

"In a world where governments no longer exercise much sovereignty either over their defences or over their economies, the best service they can perform for their citizens is to help them be stronger, more responsible, more capable of making decisions and understanding the worlds in which they live. Narrowly this means providing them with skills to make them employable; the habits of being disciplined and flexible, creative and adaptive . . . More broadly it means helping them to look after themselves and to care for others, helping with life skills and Emotional Intelligence rather than just the analytical intelligence that older educational systems valued so highly."

GEOFF MULGAN (1997)

The policy context and challenge

Those working with young adults on the edge of education, training and employment, indeed of society itself, have to mediate between the lived experience of these young people and the aspirations of public policy to re-engage them with mainstream opportunities for learning and work.

Motivating disillusioned and underachieving young adults to take the first steps to becoming lifelong learners is a major challenge. Many of these young adults are caught in a tangled web of social problems. Unless and until they are able to achieve a reasonable degree of emotional stability and a baseline of self-esteem they will be unable to become effective learners and take advantage of the opportunities now open to them.

Since 1997 a series of policy initiatives have been introduced to keep young people in or close to learning. These include New Start, New Deal, Learning Gateway and Connexions. A Green Paper on 14–19 education (DfES 2002) seeks to make the curriculum more flexible and remove the division between vocational and academic learning that has for generations characterised – some would say 'disfigured' – the landscape in the secondary and tertiary phases of education. Learning mentors and personal advisers have been recruited to remove the barriers to learning and give young people the intensive support they need to succeed.

Policy-makers talk much about 'evidence-based practice', which means 'what works', encouraging those who work directly with young people to tell others about their successful practice in the hope and expectation that it can be replicated elsewhere.

However reforms to formal education can only go so far, and they tend to benefit those who attend. Too many young people have turned their backs on learning and, despite the best efforts of the state, slip through the net. There are those who are reluctant to be in school or college and pose serious challenges to teachers and other learners. At the same time it is proving very difficult to recruit and retain teachers.

It is vital therefore to devise and deliver quality programmes outside the more formal structures that are attractive, hold the interest of young adults and stimulate them to achieve and progress. These programmes have to extend beyond the narrow educational objectives of formal learning and vocational training in order to achieve broader educational and social purposes and provide all young people with opportunities to develop more fully.

A curriculum framework for social inclusion

Such programmes and projects should be seen by young people less as a burden and more as an entitlement; and as modern and forward-looking with regard to both their own individual futures and the kind of world they want to live in. They should embody a sense of connection between:

- The young people's experience of exclusion and that of the mainstream.
- Youth and adult roles and responsibilities.
- Feeling, thinking and doing.
- Words and actions.
- Process and outcomes.

For those young adults who have started out in life with multiple disadvantages this entitlement is all the more important.

Many reluctant learners who underachieve are not yet ready to achieve the kind of 'hard' academic and vocational outcomes customarily required by funding bodies. Instead they need programmes that are more sensitive to the social characteristics and conditions that shape their lives. These programmes should contain learning outcomes that will equip them to become more skilled at interpersonal relations, better self-starters, team-workers, problem-solvers and independent learners. Incidentally, these are very much the qualities that many employers say they are looking for.

Getting Connected is a curriculum framework that aims to give young adults recognition for achieving these so-called 'soft' outcomes. Increasingly young people are demanding that their achievements have currency, so this curriculum includes the **option** of assessment and accreditation through one of the premier national awarding bodies.

The curriculum framework is distinctive in its:

Content: it concentrates as much on feelings, attitudes and behaviour – the domain of emotional literacy (described below) – as on skills, knowledge and understanding.

Focus: it specifies learning outcomes and gives much sharper definition to the goals of personal development, which often tend to be expressed in vague terms. These outcomes can be mapped against those specified in key and basic skills, offering scope for dual accreditation.

Flexibility:

- The selection of outcomes and the means of achieving them are determined by the young people themselves, in consultation with a mentor.
- Different forms of assessment can be used, including self- and peer-assessment.
- Progress towards the outcomes can be recorded through a portfolio that can be submitted for accreditation.

Method: young adults can map their own progress through projects and activities in which they choose to take part. Examples include music, dance and drama; outdoor pursuits; motor vehicles. These provide the context for achieving the learning outcomes.

Context: the framework is particularly well suited to being used in informal settings – such as youth and community projects and on residential experiences.

SOCIAL EXCLUSION

Much has been written about social exclusion and doubtless there is much more that will be. It has become one of the key themes running through the New Labour Government's domestic policy since it was first elected in 1997. A Social Exclusion Unit, reporting to the Prime Minister, was established to investigate and propose remedies for some of the cross-cutting issues that challenge the state. A key strategy is to promote joined-up thinking and acting among those responsible for social policies. One of the Unit's key reports was *Bridging the Gap* (Social Exclusion Unit 1999), which led to the creation and implementation of the new Connexions service.

Social exclusion is the term used to describe how some forms of disadvantage, including poverty, unemployment, poor skills and educational underachievement, interact to place some people on the margins of mainstream society. Social exclusion is about more than multiple disadvantages. It is about the effects that social inequalities and divisions, poverty, lack of power and lack of knowledge have on people's ability to participate, or to be taken seriously by others in society.

Key propositions relating to social exclusion that have shaped the ideas underlying ***Getting Connected*** include:

- Socially-excluded young adults do not have to be poor to be excluded, but they probably are. Although they share many common characteristics, each one is unique and each individual should be regarded differently.
- Young adults are excluded for a number of reasons. There is no single or simple cause. Single-agency solutions are therefore unlikely to work.
- Social exclusion is often a combination of what sociologists refer to as structure and agency and what philosophers refer to as determinism and free will. Some people are excluded by social systems and structures; other people exclude themselves.
- Social exclusion can be a complicated and paradoxical process. Some young people are excluded because of peer pressure. Other young people are excluded by their peers. Youth as a category is sometimes included because it offers profitable markets for businesses. It is sometimes excluded because it threatens the assumptions and lifestyles of the more established, comfortable and contented.
- If young people are simultaneously given mixed messages about having a wider range of choices and being subject to new constraints, they are bound to be confused. This can compound and complicate their sense of exclusion.
- Those who are socially excluded often lack emotional wellbeing. Attention should be paid to this if they are to feel included and be ready to learn effectively.

Emotional intelligence

Emotional wellbeing is fundamental to effective learning. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live contented and productive lives. Such people are also more likely to retain information and use it more effectively than dissatisfied people. This has obvious implications for learners of all ages, but it is especially important for young adults as they grapple with new experiences and their own emotional responses.

Emotional Intelligence (sometimes referred to as emotional literacy or EQ, as opposed to IQ) comprises five competencies:[1]

- **Self-awareness** – knowing and owning your own feelings; knowing what you truly feel about things; recognising and being able to discriminate between feelings, what induces them and what are the likely consequences of having them.
- **Self-management** – knowing how to handle feelings so they are relevant to the current situation; being able to assess the impact of expressing those feelings on the listener; knowing how to express good and bad feelings without unduly upsetting other people.
- **Motivation** – 'gathering up' your feelings and directing yourself towards a goal; being able to persevere in the face of difficulties, despite self-doubt, inertia or impulsiveness.
- **Empathy** – understanding the feelings of others; taking account of them in day-to-day behaviour; intuitively understanding causes and effects; being able to 'read another person like a book'.
- **Managing relationships** – handling interpersonal interaction, negotiations and resolving conflict; taking responsibility and making amends when necessary; supporting other people in difficulty.

Emotional Intelligence is the ability to understand and deal with our emotions (and those of others around us) and with their consequences. It inserts **thinking** between the **feeling** which prompts the **action**.

Feeling ⟺ **Thinking** ⟺ Action

Emotional Intelligence is necessary for:

- ☐ Increasing the potential of individuals (and, consequently, of groups, communities and organisations).
- ☐ Creating the building blocks of autonomy and sensitivity, which are necessary in meeting the challenges of adult and working life.
- ☐ Overcoming some of the road-blocks that tend to lie in the way of so many on their journey to independence.

Please refer to the section on Emotional Intelligence on pages 155–172 for more detail.

[1] Adapted from Goleman 1998.

Basic assumptions underpinning Getting Connected

Getting Connected is based on three key premises:

1 In any form of social learning it is important to recognise that young adults are **unique individuals** with different needs, interests, abilities and aspirations. Central to the implementation of this framework is a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.

2 Young adult learners benefit from having a **mentor**, with whom they decide:

- ▷ The nature of the project or activity through which they will learn.
- ▷ The combination of outcomes they seek to achieve through it.

The mentor is an adult with whom they can develop a significant 'attachment' (see page 137). Acting as guide and assessor, the mentor adds considerably to the value of the learning experience. The curriculum requires the mentor to be:

- ▷ **Inventive** in working with the young adult and in setting up the activities through which achievements can be demonstrated.
- ▷ **Observant** in recording the achievements.
- ▷ **Sensitive** in assessing them.

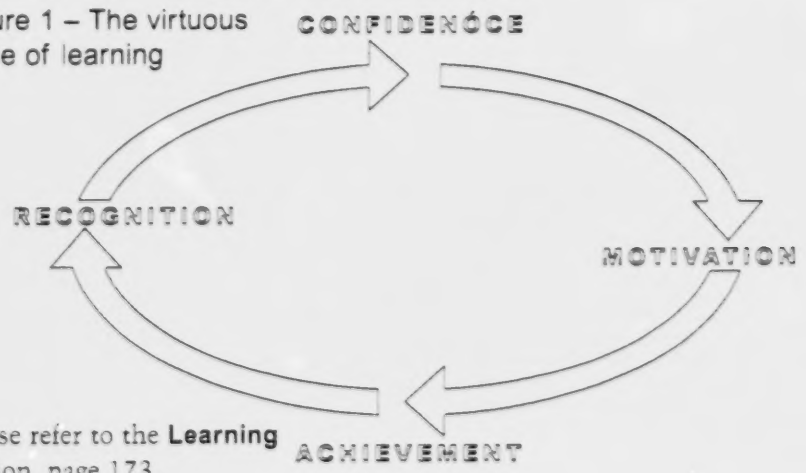
The mentor needs to identify and exploit activities that stimulate the learner and design a programme in such a way that:

- ▷ Certain learning outcomes are planned for at specific stages in the process.
- ▷ The young people are given opportunities to come up with evidence of their achievements, through an activity or a project of their own choice.

(The role of the mentor is described in more detail on pages 122–154)

3 The belief that there is a **virtuous circle of learning** that, for so many disaffected young adults, has been conspicuous by its absence. The intention is to replace the downward spiral of educational failure with a cycle of achievement, building on and reinforcing self-esteem, as illustrated in Figure 1.

Figure 1 – The virtuous circle of learning



Please refer to the **Learning** section, page 173.

Implementing *Getting Connected*

This section will first explain what managers (primarily) need to do in terms of:

- **Creating the context** for ***Getting Connected*** – the procedures that need to be in place in your own organisation to enable staff to use ***Getting Connected***.
- **Delivering through partnership** – developing effective working relationships with other organisations to provide the 'joined up solutions'.

It then provides (primarily for mentors):

- **An overview of the Units and learning outcomes** of ***Getting Connected***.
- A guide to **planning your approach** – identifying the most effective ways to work with the Units, activities and projects.
- **Case studies** drawn from projects across England and Wales that illustrate the framework in action.

Creating the context

Considerations here fall into seven main categories:

1 **Training and support of staff**

2 **Resources**

3 **Environment**

4 **Timing**

5 **Recruitment**

6 **Group size**

7 **Assessment**

Training and support of staff

To deliver ***Getting Connected*** effectively, the organisation needs a sound infrastructure of support and management for the mentors working with the young adult learners. This includes:

Providing sufficient time and support for:

- **Staff/mentors** to familiarise themselves with the framework and develop the skills to plan relevant activities/projects and deliver them effectively, including external training and to take part in the assessment and moderation process (optional).

  (To aid delivery of ***Getting Connected*** mentors can opt into an interactive training programme devised by the Young Adult Learners Partnership.)

- **Learners** to collect evidence of their learning.

- **Structuring** programmes to allow for small group work and one-to-one mentoring.

- **Involving managers** in the internal moderation process (optional).

- **Allocating roles** – ensuring that a coordinator is responsible for supporting mentors and making arrangements for any external assessment/moderation.

Time and opportunities for mentors to access **mutual support and sharing of best practice** in:

- ☐ Selecting and planning appropriate activities and projects.
- ☐ Supporting the learners.
- ☐ Recording and monitoring the learners' progress.
- ☐ Assessing outcomes.
- ☐ Considering how much/what kind of evidence is suitable for demonstrating that learning has been achieved.

It's also important to ensure there are enough staff who are familiar with ***Getting Connected*** to allow for such sharing and to cope with staff changes, which leads us into . . .

Resources

For successful delivery, it's vital to ensure that sufficient resources are allocated to ***Getting Connected***.

Including staff time (external training/familiarisation), you will also need to set aside funds to purchase:

- ○ Equipment – such as video cameras, tape recorders, cameras (the actual nature and range of the equipment and materials needed will be determined by the activities and projects chosen).
- ○ Consumables – such as stationery, photographic film, audio and visual tapes.

Environment

The **location** of the programme will have an important bearing on the likely take-up and motivation of the learners. The environment should be easily accessible, friendly, comfortable and inviting. If it is already familiar to the learners,[2] so much the better.

The **dimensions** are also important, ensuring sufficient space for the:

- ▷ Activities to be undertaken.
- ▷ Size of the learning group.
- ▷ Secure storage of materials/evidence collected by learners for their portfolios.

Timing

Although the **Getting Connected** learning system is not time-bound, careful thought needs to be given to timing, taking into account:

- ☐ **Holiday periods** for mentors and learners.
- ☐ Dates of **moderation meetings** and other events.
- ☐ Important milestones[3] including:
  - ▷ Registration of candidates for accreditation
  - ▷ Collection of evidence for submission for moderation.
- ☐ **Contact time** – to maintain some degree of continuity and intensity of contact. If more than a week goes by without the learner meeting the mentor, s/he may lose interest. Once this has happened, it may be difficult to recapture enthusiasm. It's a good idea to plan contact sessions in a way that takes account of the

[2] Familiar in a positive way – for example, schools may be familiar but, for many, they have negative connotations.

[3] Setting milestones is helpful in planning, implementing and reviewing any project or activity, especially those leading to assessment and accreditation. You can find notes on action planning on page 54 and information about the accreditation process from www.gettingconnected.org.uk.

regular milestones in the organisation's working week. However, you need to bear in mind that some of the young learners may not attach the same importance to regular appointments and keeping dates in the diary as their mentors! They may find it difficult to adjust their patterns to take account of new demands on their time.

The time taken to achieve outcomes in a Unit will vary from individual to individual, according to interest, ability, pace of working and progression. A **notional** 30 hours should be the maximum time spent on a Unit, although this does not all have to be contact time between mentor and learner. For some, it could take far less.

Recruitment and delivery

There are two main types of recruitment and delivery:

- A **closed group** in which the same learners stay together and work with the mentors from start to finish.
- A more fluid **roll-on/roll-off** approach provides new learners with access to the project at different points. (This is common in recent government programmes such as the New Deal and the life skills element of the Learning Gateway.)

The form of delivery is usually determined by the way the curriculum is implemented, the type of activities or projects and the timescale for completion.

Roll-on/roll-off recruitment and delivery takes more planning and preparation – to create a structure that allows new learners to enter the project successfully. Staff time needs to be set aside to induct the new learner while allowing the project or activity to continue without disruption – which means that either:

- More than one member of staff needs to be involved.
- Alternative approaches are required – for example new learners might be integrated through peer education. You might have a buddying system, in which an existing, confident learner is assigned to support the newcomer – on entry and through their early days in the project, for a specified length of time.[4] This approach is useful if it is proving difficult to retain learners in the group over a period of time sufficient to allow learning to occur, or if the membership of a group constantly fluctuates.

Right from the outset, you need to be clear about the target group to be recruited and primary considerations will include:

- ☐ The number of learners you can manage.
- ☐ The age range you wish to target (although ***Getting Connected*** was primarily designed for use with 16–24-year-olds, it is increasingly being used with both pre-16 and more mature learners).
- ☐ The nature of the activity or project that you intend to offer as learning experiences.

[4] This achievement could be incorporated in elements of some of the Units – for example, *Handling relationships* and *Getting and giving support*.

- ☐ The location of your project and of potential learners.
- ☐ Any special needs that the learners may have.
- ☐ Prior experience of learners.
- ☐ The aims and nature of your organisation.

Outreach and detached youth work are useful methods for contacting young people. It's also useful to develop close liaison with agencies that might refer young people, such as youth offending teams (see page 17 for notes on *Delivering through partnership*).

Group size

Getting Connected can be used most effectively with small groups of between six to ten learners. It is hard to get a group larger than this to function effectively with this kind of material. A ratio of one mentor to four or five learners seems to work over the duration of a project.

It is important to allow sufficient time for one-to-one support and assessment. Mentoring relationships may change and fluctuate in intensity, as a group progresses and as new learners enrol.

You are more likely to achieve quality outcomes if the number of learners starting out together on a project or activity is relatively small and mentors have the opportunity to become familiar with the content, the learning outcomes and the performance criteria.

Assessment

You'll also need to set aside ample time and opportunity for undertaking assessment of the learners' progress and achievements. Organisations opting for Unit accreditation with the awarding body will need to follow the procedures outlined in the free guidance document, *How to Obtain Accreditation*, from www.gettingconnected.org.uk.

Delivering through partnership

Working in partnership with other organisations/agencies to deliver ***Getting Connected*** can bring many advantages to the young people, the staff involved and each agency/organisation.

Possible **benefits** include:

- Enhanced delivery – arising from the range of approaches and styles used by the various individuals, working in a formal or informal environment.
- Development of existing practice – through sharing of experiences.
- Cost/time benefits through sharing of workload and administrative procedures.
- Supporting a young persons transition between agencies.

However, for such inter-agency work to be effective, a working agreement based on some of the following **guidelines** is recommended:

1 Ensure sufficient preparation time for the planning and development of the project, allowing for **joint ownership**.

2 Enable practitioners from the different organisations to undertake **joint training**. This may focus on the ethos of the curriculum, project planning and implementation. If the 'mentor' role is to be shared across organisations, then the training should also cover expectations and the boundaries of the mentor's responsibilities.

3 Ensure that a **process for recording learner's and mentor's evidence** is in place at key stages of the programme, and that this process is understood and valued by all involved.

4 **Clarify responsibilities** – who/which organisation is responsible for:

   - ▷ Providing resources and materials.
   - ▷ Oversight of the internal assessment process.
   - ▷ Preparation for the external moderation process, including sampling the evidence to be submitted.

5 **Agree timescales** that fit with the moderation process if appropriate. These need to be realistic and agreed by all.

6 Provide opportunities for **shared ongoing review and evaluation of the project** including resource allocation, delivery and evidence collection.

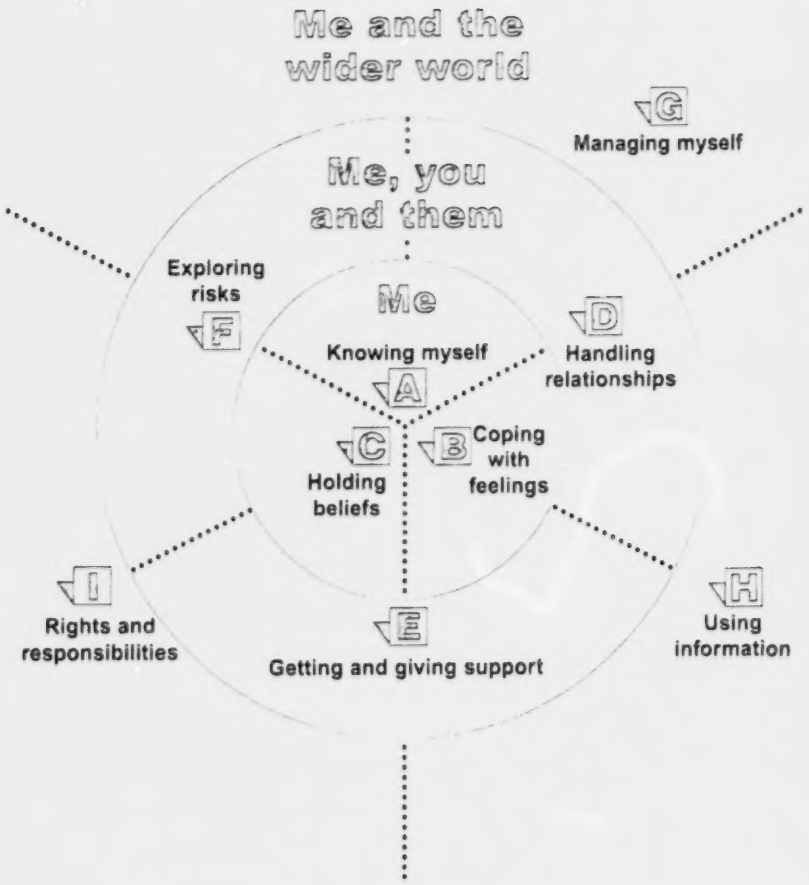
An overview of the Units and Learning outcomes

The learning outcomes of ***Getting Connected*** are contained within a total of nine Units. These nine Units are clustered in three groups of three, as shown in Figure 2.

As you can see, the three main groups are entitled:

Me
Me, you and them
Me and the wider world

Figure 2



Me

This – the innermost circle – focuses on **self-awareness and the inner world** of the individual. The three main Units within this are as follows:

- **A Knowing myself**
- **B Coping with feelings**
- **C Holding beliefs**

The main purpose of the **Knowing myself** Unit is to enable young adults to tell their own story in their own words – to discover and express why they are the person they are. This is a challenging task, but one that young people warm to, given the right encouragement. They tend to respond positively because, all too often, they have had few previous opportunities to be listened to and recognised as unique individuals.

Coping with feelings and **Holding beliefs** provide learners with the opportunity to explore their values and attitudes. They encourage the learner to reflect on and articulate their experience and to discover:

- ☐ How their values and attitudes have been formed and how they can change and develop.
- ☐ The connections between feeling, thinking and doing.

Me, you and them

The intermediate circle focuses on relationships with peers, adults and authority figures and, again, has three main Units:

- **D Handling relationships**
- **E Getting and giving support**
- **F Exploring risks**

For many young adults, relationships with authority tend to be a problem. These Units give the learners opportunities to explore the link between roles and responsibilities and their impact on relationships. They will also be able to learn:

- ○ Where support can be found.
- ○ How to ask the questions to which they need answers.
- ○ How to be clear and assertive in expressing their needs.
- ○ How to get what they want from people without being aggressive or manipulative.

This set of Units helps the learner to understand the importance of respect – both for others and oneself. It also provides a safe context in which to learn about the nature of risk-taking and the possibilities and dangers that it offers.

Me and the wider world

The content of the three outer circle Units is of a type sometimes referred to as 'life and social skills':

- **Managing myself**
- **Using information**
- **Rights and responsibilities**

These Units provide the learner with opportunities to:

- Assess some of the situations that young adults face in everyday life.
- Develop the skills they need to acquire control of events, rather than being controlled by them.
- Investigate the varieties of information available to them to inform their decision-making.
- Develop the confidence to make use of these information sources.

This circle introduces young people to the range of responsibilities that increase as they get older, as do the rights that come with adulthood.

The learner and mentor together determine an appropriate entry-point and route through the Units, as explained below.

Planning your approach

There are two main considerations here:

- **Choosing the activities, projects and Units**
- **Choosing between individual and group work**

The choices will be a balance between the overall context, the organisation's brief, the mentor's job role and the needs of the young people.

Choosing the activities, projects and Units

When working with disaffected or reluctant learners, it is vital to find the 'hook' that might engage them.

This might be an **activity** that they find intrinsically motivating and which could be the springboard to their creativity. Examples include music, drama, art, outdoor pursuits, motor vehicles, fashion, community action, (multi) media such as video, audio, CD ROM and the internet. These activities could provide the spur to learning and to achieving the outcomes, if they are devised in a way that encourages learners to fulfil the relevant performance criteria.

Alternatively, the learners could decide to undertake some kind of **project** or local action-research on a theme or topic of interest to them and achieve the outcomes through this kind of work. **Examples** here include drugs, animal welfare, local leisure facilities or youth councils.

The most successful activities are likely to be those that are directly relevant to the learners' lives.

There is no single or simple method for delivering the Units. Indeed, the intention is to give mentors and learners maximum flexibility within the framework provided by the specified learning outcomes and associated performance criteria.

It is possible (but not recommended) to go through the Units schematically, one by one, in whatever sequence is chosen. For example, you could:

- ☐ Start with one of the Units in the outer ring and work inwards.
- ☐ Complete all three in one ring and then move on to a second.
- ☐ Move between different Units in different rings.

However, the purpose of incorporating maximum flexibility is to encourage providers to be as creative as possible in using the curriculum. We suggest that people select and use **projects** or **activities** as the context through which the learners can achieve the outcomes and that the choice of Unit(s) should be made (as far as possible) by the learners.

Taking such a project or activity-led approach to the curriculum is more likely to engage the interest of the learners. However, it does require that the mentors almost internalise the outcomes and performance criteria so that they can identify or create opportunities, through the project or activity, for the outcomes to be achieved.

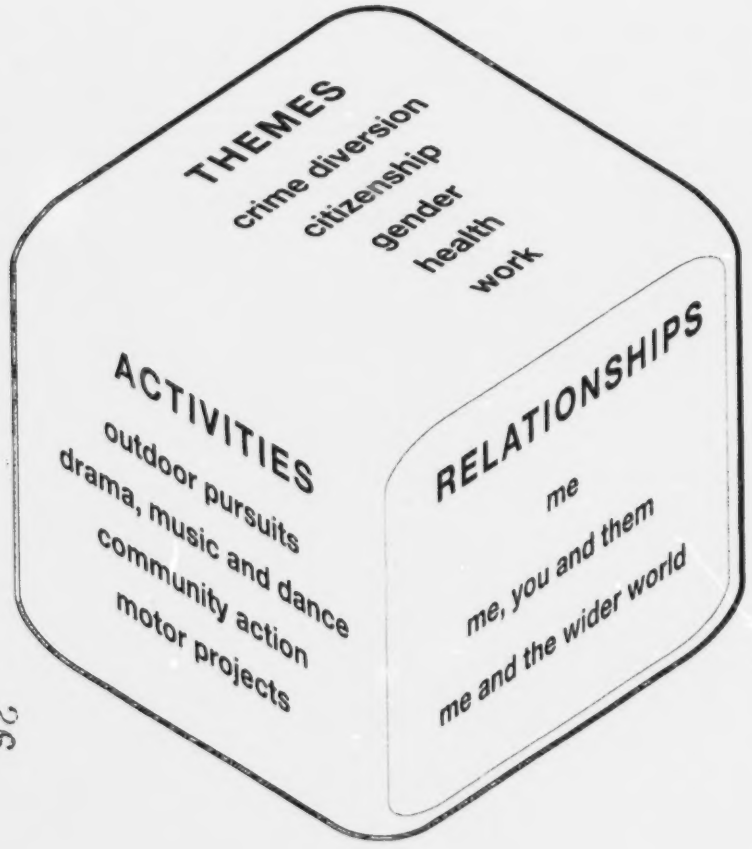
Figure 3 (overleaf) illustrates the different dimensions through which the curriculum can be applied.

Theme-based projects could involve learning that leads to developments in the interpersonal and the external worlds of the learner.

Activity-led projects may entail learners achieving outcomes in the wider world (Units G, H and I – **Me and the Wider World**) and enhancing their interpersonal skills (Units D, E and F – **Me, You and Them**). These may be followed through with a process of reflection on the self that identifies consolidation or change in the learner's inner world (Units A to C – **Me**).

Relationship-based projects can develop from the dynamics and issues experienced by the learners and the people in their lives: friends, family, colleagues, professionals, neighbours...

Figure 3 – The different dimensions through which ***Getting Connected*** can be applied



The important point is that ***Getting Connected*** is **not a syllabus** with a core body of underpinning knowledge, which the learner has to acquire and demonstrate. There are **no established programmes** of study or learning. Instead, there are simply **outcomes and performance criteria**. It is up to the mentor and learner to decide how to achieve the one and demonstrate the other – by collecting and marshalling different types of evidence. This means that activities and projects need **careful planning** if the learner is to achieve the outcomes.

However, not all learning outcomes are achieved as a result of best planning. Sometimes learning takes place more spontaneously or 'on the wing' and there are unintended outcomes. Sometimes, an unplanned incident leads to learning that satisfies the criteria.

Informal learning does not mean abandoning plans and schemes of work. However, it does give rise to opportunities for spontaneity and creativity that are sometimes constrained by more formal arrangements.

Individual or group work?

At the outset, it is important to decide whether to:

- Use a group-work approach – with substantial support for individual learners.
- Base the learning entirely on a one-to-one mentoring relationship.
- Combine the two approaches (this will depend on the resources available, particularly staffing).

Some learners will find it easier to start on a **one-to-one** basis. If this is the case, then the following questions have to be considered:

- Do one-to-one or group-work processes best suit the needs of the individual learner?
- Is the organisation providing the time commitment and the systems to support the individual?
- Can the individual access learning through group work at a later stage, if that is chosen?
- Can the one-to-one approach be used to supplement the group-work approach?

If a **group-work** approach is taken, then the following questions have to be considered:

- Are the resources available – venue, staff, minimum group size, transport?
- Is the group going to follow a common theme or activity?
- How long will the project or activity last?
- Is recruitment going to be at one fixed point or will there be roll-on/roll-off recruitment, with allowances made for incorporating new learners into an existing group?
- How is support for individual learners to be provided for within the group?
- What use can be made of a peer tutoring or a 'buddy' system for joiners of the group?
- How is evidence of individuals' learning to be recorded and secured within a group project?

Whichever approach or combination is adopted, it is important that there is continuing review and evaluation of the process by the learners and mentors. Regular feedback and discussion should take place with the managers who are supporting ***Getting Connected***. These evaluative meetings are useful for identifying any changes.

Case studies

The case studies that follow illustrate the ways in which ***Getting Connected*** has been used by projects across England and Wales in environments such as the Youth Service, Leaving Care projects and Mental Health provision, in order to offer an alternative to mainstream education and enable disadvantaged young people to have an opportunity to measure and celebrate their personal achievements and 'distance travelled'.

Case study 1

Susan

Background situation (the young person/people)

When Susan was referred to the project through a housing support group, she felt very confused about her life. A key area of concern was her career path and her lack of employment. Susan was concerned about her lack of assertiveness and the effect this had on her life.

Key issues

- Lack of assertiveness – not being able to say no to taking drugs; and to refuse responsibility for tasks that she doesn't have time for, which then cause her stress.
- Susan often does things to please other people, which she is not happy about.
- Susan wants to build her self-confidence, and to be more proactive in determining her future.

The project (including setting, target group and staffing)

A local authority project targeted at young unemployed people aged 16–25 in the North Nottinghamshire area. The project provides opportunities for young people to access training, education and employment, whilst recognising the need for personal support to enhance their learning and development. Opportunities are provided for group work and individual support work within the project.

Staffing

- Ratio of staff to young people within the project included time for individual support.
- The main focus was individual support work for Susan.

Activities/processes/methods selected – and why

- A combination of group work and one-to-one work with short- and long-term training courses. These include arts activities, environmental projects, motor vehicle work, adventurous activities and residentials.
- Focus on motivational activities and the interests of the young person to re-engage them in learning.

Unit(s) chosen and why – how they connect with the young person's situation

A: Knowing myself (most appropriate starting point given needs of young person).

Examples of evidence of learning/achievement collected

- Action plans and learning logs.
- Personal statements and witness statements.
- Artwork.

Resources needed/used

- A framework within the project for youth workers to support young people in a structured way, focussing on specific individual needs.
- Materials to record learning through a range of evidence (paper and non-paper based).

Time scale

Approximately 2 hours per week, every 1 or 2 weeks, from January 1999 – June 1999.

Outcomes/benefits for learner

- Susan has learned a lot about herself; she has managed to improve various personal skills including her assertiveness.
- Susan now considers herself to be a far more confident and stronger person.
- She is now more motivated and has been successful in securing employment.
- Susan now sees independent living as a strength, rather than a barrier.

Other factors to consider

- Focus on young person's interests.

Case study 1

Susan

Mentor's comments

Susan was referred to the project from a homeless support group. She was asked if she would like to work on *Getting Connected*, with a new youth worker, as part of a national pilot. She agreed, and chose the Knowing myself Unit, because she felt very confused about herself, including her career path. It was agreed that this had been a significant barrier to Susan's general progression towards employment.

Learner's comments

I feel that I want to be a more assertive person. People tell me that I tend to do the 'Nodding Donkey' act – where I agree with everyone in order to please and help them. I suppose in some way this is very true. I do like to try and please everyone and do jobs to reduce their stress and pressure. I can't bear to see other people stressed when I know I can do something to help. It's sometimes the case that people have too much work to do, therefore I take on some of the work then end up bogged down myself. Or, the most usual case is that I am asked to do something when I haven't really got the time, but I take it on anyway. I then end up stressed myself with too much to do. If only I could say 'No, I haven't got time'.

Therefore, I am choosing to try and improve my assertiveness towards people that ask me to do things that I haven't really got time to do, or basically just don't want to.

Overleaf is a table I have drawn up. In it I am going to record every time I feel I have been assertive, or told someone how I honestly feel about doing the job.

Examples of evidence: Unit A – Knowing myself

Susan: An example of how I changed one of my behaviours – how I feel I have been assertive

DATE	EXAMPLE
24th June	Youth Centre – the worker asked me if I was happy with what I was doing. I said it was fine but I really wanted some financial experience too. Usually I would have just nodded my head and said that everything was fine.
19th June	I didn't want to come into the project to work, so I told the worker that I was going to be off. Usually I would have just come in.
Ongoing in June	I have made more than one phonecall and have been quite assertive in getting the worker to make me an appointment to go up and see her.
5th June	My mum's birthday – I didn't want to go to the party due to personal reasons. I told my mum that I wouldn't be going and it upset her. Usually I would have just gone anyway and upset myself to please her.
Ongoing in June	I have been offered cannabis on several occasions, but have said no and have had the mickey taken out of me. Usually I would have just smoked it.

Examples of evidence: Unit A – Knowing myself

Susan: My action plan

WHAT	HOW	WHEN
Visit college to complete BTEC Nursery Nursing.	Ring local college. Make an appointment with course tutors.	18th May – rang college to arrange a date to go up. Rang again on 25th May, she is going to contact me for an appointment.
Access a careers interview.	Talk to careers worker.	Rang on 26th May. Interview on 7th June.
Visit Welfare Rights.	Ring Welfare Rights team.	Visit on 9th June at 1–2pm.
Pursue voluntary admin work.	Talk to senior worker. Ring the youth centre. Talk to project worker.	18th May. 2.20pm. 26th May. 2nd June, 12.30–2pm ish. 25th September.
Seek support from project worker.	Ask project worker to go to careers and welfare interviews with me. If she can't do it, ask one of the others.	25th May.
Talk to mentoring worker to answer New Deal questions.	Ring local base to make an appointment.	17th June at local office.

Examples of evidence: Unit A – Knowing myself

Susans evaluative comments

QUESTIONS	ANSWERS
Was it interesting?	I found the whole Unit very interesting, none of the tasks were boring.
How has it changed you?	I feel that the Unit has changed me a lot. I have learned about myself, my qualities and skills. I have improved in various skills such as assertiveness. I feel that I have also become a much more confident and stronger person.
How did you do it?	I saw my mentor once a week or a fortnight for 1 or 2 hours each session. Within each session we looked at what I had done in the week for each task. We looked at the follow-on tasks and discussed what we could do for them. We also discussed what I had been doing and tried to incorporate it into the Units.
How long did it take?	It took from the beginning of January 1999 to June 1999.
Was the worker useful?	I don't know how I would have done it without help from my mentor. Some of the tasks I couldn't think what to do, for example my skills and qualities. She helped to jog my memory and encourage me.

Case study 1

Susan

Mentor's evaluative comments

As a result of examining her skills and strengths, Susan took the opportunity to change her career direction. This led to an increase in confidence and motivation and enabled Susan to determine her own future.

As a youth worker, the outcomes I observed for Susan were significant in that they created movement and motivation to meet her chosen goals. Susan's self-esteem was very low at the beginning and this disabled her from making her own decisions. At the end Susan was more confident, outgoing and overall her general motivation had greatly increased. Susan has now gone from unemployment into employment, with a change in career choice. Also Susan now sees independent living as a strength and not a barrier.

Learner's overall comment

From carrying out Unit A, I feel that I have developed and learned a lot. When I first came into the project, I was a quiet person and was lacking in confidence. I was unmotivated and very unhappy. Although this Unit obviously hasn't got me over all of these barriers, I do feel that through carrying out the tasks it has helped me a lot. I have learned more about myself from it and all of the things I have done have built up my confidence.

I feel that other young people would benefit from carrying out this Unit if they are lacking in confidence and unmotivated like I was.

Case study 2

Judy

Background situation (the young person/people)

Judy is 23, she came to the project seeking assistance in finding work/further training opportunities. The focus of her initial discussion with her mentor was her need to increase her self-confidence and remove some of the barriers that prevented her from getting on with others.

Key issues

- Lack of relationship with father, who played no part in her up-bringing.
- Poor relationship with mother.
- Negative experience of school, including bullying by peers and teachers.
- Has experienced depression, low self-confidence, feelings of anger and frustration, and difficulties in communicating with others.
- Unable to sustain employment/training.

The project (including setting, target group and staffing)

A local authority project targeted at young, unemployed people aged 18–25 in the East Midlands across a semi-urban/rural area. The project provides opportunities for young people to access training, education and employment, whilst recognising the need for personal support to enhance their learning and development. Opportunities are provided for group work and individual support work, within the project.

Staffing

- Ratio of staff to young people included time for individual support.
- Involved key individuals from a range of organisations, for example Careers, Employment Service and environmental agencies.

Activities/processes/methods selected – and why

- A combination of group work and one-to-one work and short- and long-term training courses. These include arts activities, environmental projects, motor vehicle work, adventurous activities and residentials. Focus on motivational activities and the interests of the young person to re-engage them in learning.

Unit(s) chosen and why – how they connect with the young person's situation

A: Knowing myself (related to communication skills and aggressive behaviour).

D: Handling relationships (lack of self-confidence and assertiveness).

E: Getting and giving support (identified through the different projects).

F: Exploring risks (linked past circumstances with present/future).

G: Managing myself (recognised need to improve ability to manage money and self).

Examples of evidence of learning/achievement collected

- Production of charts representing how different people have affected Judy's life and her feelings.
- Action plans/witness statements/photographs.
- Individual and group feedback sessions.

Resources needed/used

- A framework within the project for youth workers to support young people in a structured way, focussing on specific individual needs.
- Materials to record learning through a range of evidence (paper and non-paper based).

Time scale

6–12 months of contact with the project, working regularly with her mentor over a period of 3 months.

Outcomes/benefits for learner

- Judy has been accepted for a placement with the Prince's Trust, and on a maths course.
- Through her work placement, Judy feels she has learnt a number of new skills, including the ability to communicate with children, and a range of practical skills.
- She has learnt the importance of good communication and team work.
- She is now able to handle aggression with assertive behaviour, and has been able to set realistic goals for the future.

Other factors to consider

- Space to work with young people in a group and on a one-to-one basis.
- Focus on young person's interests.
- Benefits of partnerships to maximise opportunities for young person.

Case study 2

Judy

Mentor's comments

Judy, a young woman aged 23, came into the project seeking assistance in finding work/further training opportunities. The focus of her initial discussion with her mentor was her need to increase her self-confidence and remove some of the barriers that prevented her from getting on with others. ***Getting Connected*** was introduced to her as a personal development programme, enabling young people to know and better understand their feelings, emotions and behaviours. The nine Units were reviewed and themes discussed as well as ways of learning. Judy identified Unit A, Knowing myself, as the starting place; she wanted to know why she acted and felt like she did and to be able to make plans for the future. Some of the work she did for this Unit is outlined in the following pages, as well as examples from the evidence she compiled for Unit E, Getting and giving support.

Examples of evidence: Unit A – Knowing myself

Participant's name: Judy

What happened? I did a chart of how different people had affected my life, how it makes me feel now and how I can change that.

Evidence produced: See chart below.

HOW IT HAS AFFECTED ME

- ✗ Paranoid
- ✗ Depressed
- ✗ Humiliated
- ✗ Disappointed in myself
- ✗ Angry
- ✗ Frustrated
- ✗ Aggressive
- ✗ Find it hard to discuss problems
- ✗ Find it hard to communicate

HOW I CAN CHANGE THAT

- ✔ By discussing problems
- ✔ By standing up for myself
- ✔ Not bottling up feelings
- ✔ I met my teacher at my workplace, which brought back a lot of angry feelings and frustrations. The way I handled that was by leaving the room and then discussing the situation with someone.

School bullies (secondary school)
- ✗ Physical abuse
- ✗ Mental abuse

Teacher (at junior school)
- ✗ Called me stupid, thick, ugly, I'd never learn anything, nobody will ever want me
- ✗ Humiliated me
- ✗ Terrified me

Teacher (at infants school)
- ✗ Made me an outcast from the rest of the class
- ✗ Terrified me by telling me disturbing stories
- ✗ Shouted at me constantly for no reason

Father
- ✗ Never had a relationship
- ✗ Never showed any interest in me
- ✗ Didn't play any part in my up-bringing

Mother
- ✗ Putdowns
- ✗ No encouragement

Examples of evidence: Unit A – Knowing myself

Participant's name: Judy

What happened? I filled in a form called Knowing myself that involved doing a plan for the future and what steps I need to take to fulfil my plan. It also involved finding support, the achievements I've made so far, what I've learned about myself and what I'd do differently next time.

Evidence produced: See sheet on next page. To complete Step 2 – Improve on Maths, I enquired at the local women's centre about the Maths and English workshop. I went to meet the tutor and had an assessment test. As it was the last class of the term, I am now starting the new class in September.

My plan for the future including the steps I need to take in the process

To have a successful career: Step 1 – retake GCSEs, Step 2 – improve on maths, Step 3 – take A' Levels, Step 4 – a University course and any other short courses, night classes, voluntary work, training courses and an overseas placement with the Prince's Trust.

Who can support me?

Workers from ***Getting Connected*** project, college tutors and advisors, maths tutor at the local Women's Centre and the Prince's Trust.

My achievements

I've been accepted for a placement by the Prince's Trust. I've been offered a place on the maths course at the Women's Centre. What have I learned about myself? I'm getting more confident, taking more risks. I'm going after what's mine.

What will I do differently next time?

What I have learnt. Call into colleges and training centres personally instead of phoning which I think will improve my communications skills and confidence.

Examples of evidence: Unit E – Getting and giving support

Participant's name: Judy

What happened? I completed a sheet on how I felt asking for support and how I felt giving support.

Evidence produced: Alison (my key worker) has written a piece which shows how I have asked for support and also given support.

What happened? I expressed an interest in doing voluntary work especially around the area of Environmental Conservation. Acorn Initiative (my project) provided contact with the local park/nature reserve and arranged an interview for me with one of the rangers. I attended my interview and then began voluntary work as a volunteer ranger.

How did I feel asking for support? At the time I felt that I had very poor communication skills and needed a lot of support in starting voluntary work. As my project is a very friendly and relaxed place I found it very easy to ask for help and advice.

How did I feel giving support? The park staff and other volunteers made me feel like a part of something, that I am doing something worthwhile, e.g. conserving the environment.

Clearly describe how you have been supported by a group: I feel I have been supported by the group of Rangers at the local park. The support they have given me includes training opportunities, e.g. BTCV, support and advice with problems whilst on the New Deal, such

as contacting my New Deal advisor and Action for Employment on my behalf. They have also encouranged me to get involved in the public speaking side of the job, which I find very difficult to do. After spending over a year at the park I feel I have learned many new skills: how to communicate with children, and many practical skills, e.g. planting trees, pruning and felling trees, erecting fences and gates. It has shown me how communication and team work are very important if you want to succeed in this type of career.

Say how you felt about this and what you found helpful: Being supported by a team makes you feel a part of something and that you are doing something worthwhile. I found it helpful that they were always there to ask if I ever needed any help or advice.

This is where I went to an activity centre in Derbyshire to help plant trees.

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Case study 2

Judy

Mentor's comments

There has been a greater sense of Judy owning her life and being in control again. She has discovered new skills and is able to make sense of her own learning from life experiences. Judy has been able, as a result of *Getting Connected*, to look at the past, identify negative experiences, make a conscious effort to disassociate the past from the present, discover new personal qualities and begin to map out plans for the future.

Her confidence and motivation have increased, she is now able to re-enter further education, confident she can now assert her own needs and relate to others more confidently.

Learner's comments

We first discussed the different Units and which ones I thought were relevant to my life at that time. The Units we decided to concentrate on at first were Knowing myself, Managing myself and Handling relationships.

The first helped me to see why I found communication with people difficult, also why I felt aggressive and how to handle that aggression with assertive behaviour.

The second Unit helped me, with the support of my worker, to look at my interests, how I manage my time with my outdoor voluntary work, also how I manage my budget – looking at what I spend my money on, such as accommodation, magazines, etc. It also helped me to set realistic job goals and look at what I want in the future.

The third Unit was difficult but the one I learned most from. Through doing the Unit my confidence has grown and I am now more assertive. I am not easily put off any more and I now stand up for my rights. It also showed me how to receive and give constructive, negative and critical feedback. My worker showed me how to analyse criticism rather than just soaking it all up and believing it straight away.

Whilst doing the first three Units I also worked on two of the others. The first of these was Giving and getting support and that involved looking at where and how I get support and how I give support to others. We also looked at how I feel receiving and giving

Case study 2

Judy

support through my voluntary work as a volunteer ranger. The second Unit was Exploring risks and this tested knowledge on recreational drugs and the dangers involved in sexual activity.

I have really enjoyed the ***Getting Connected*** programme. It has increased my confidence, also my knowledge of myself and others. It has helped me make decisions about my future. I am now more prepared to take a risk, for example going somewhere new and meeting people for the first time. Doing this programme and having the continuing support from my key worker has helped me put past negative experiences behind me and move on, giving me a more positive attitude to life.

ase study 2 Update

Judy

Route to employment

Accessed a North Nottinghamshire project (4 years ago – 1998) for advice/support regarding getting back into work and for personal development. Built confidence and self-awareness through key worker support and personal development through achieving a ***Getting Connected*** award in personal development.

Increased self-awareness of barriers that were getting in the way of development

I am now more assertive – learnt to handle criticism – not to soak things up like a sponge when criticised but to take a step back and listen to what needed to be sorted and to throw out what wasn't true.

'A dog with a bone' – not to give up and to always get back to people who didn't respond to enquiries.

Personal Goal – to find work linked with sport/fitness/social field – in particular the Fire Service.

Key strengths – dedication, commitment, openness, willingness to change and prepared to take small steps without giving up.

Steps to achieve goal

Accessed voluntary work – Portland Park, Kirkby in Ashfield and placement followed through New Deal.

Commitment to placement through New Deal at Portland Park.

Addressed barrier to progression

Numeracy – visited the library regularly to improve numeracy skills.

Visited college regularly to find out what was on the syllabus – accessed National Diploma in Public Services for 1 year (West Notts College) and then left to start work at Portland Park. Responsible for running the café and also involved in providing a service to the public/visitors.

Extended support work – encouragement from work (friend in the Fire Service) and family (mum/grandma/sister). Support from original project – references, information, signposting.

Fitness – commitment to keep fit and gym/running/biking.

Ambition – to work as a fire fighter.

CELEBRATION – SUCCESS – 4 YEARS LATER!!!

12–16 hours a week – on call/station duty/drill night training – start training in August. To access driving lessons through the Fire Service/HGV licence.

1st interview – looked at fitness – various exercises.

2nd interview – formal tests to ascertain fitness level.

3rd written test – maths – successful (study at library paid off).

Scenario 1

Leaving care

Background situation (the young person/people)

James is 18, he left care at the age of 16 and has since experienced many problems around accommodation, substance abuse and offending behaviour.

Key issues

- To stay drug free, to become physically fit and to control his offending behaviour.
- James would like to 'get his brain into gear' and gain some academic qualifications.
- Build self-esteem and confidence, and would eventually like to join the armed services.

The project (including setting, target group and staffing)

A voluntary organisation providing support, training and practical help for vulnerable young people, in particular those leaving care, in a city in the south west. Is funded to provide a minimum of 16 hours a week of life skills training as part of the Learning Gateway (16–17-year-olds). On the project there is a good ratio of staff to young people from different agencies (youth workers, careers advisers, etc.).

Activities/processes/methods selected – and why

Conventional small group learning following a prepared timetable. This includes group discussion, quizzes, small group work and one-to-one support, use of IT, food preparation, arts and environmental project work, trips. These were chosen to meet needs and to appeal to the interests of young people.

Unit(s) chosen and why – how they connect with the young person's situation

James saw ***Getting Connected*** as a means of helping him to achieve his aspirations.

A: Knowing myself (focus on self-esteem and action plans to change aspects of his life).

B: Coping with feelings (some work).

D: Handling relationships (some work).

F: Exploring risks (focus on drug issues and offending behaviour).

G: Managing myself (self-management and accommodation issues).

Examples of evidence of learning/achievement collected

- Power maps demonstrating his growing confidence and self-management with regard to home and family life, social activities, personal development and material resources.
- Completed worksheets prepared by project staff.
- Learning logs.
- Witness statements.
- Art work.

Resources needed/used

- Time for staff to plan and review the sessions; and follow through individual work.
- Space to work with young people in a group and on a one-to-one basis.

- Different learning materials to allow for different ways of recording.
- Access to specialist equipment.
- Plentiful supplies of food.

Time scale

16 hours a week for 12–16 weeks.

Outcomes/benefits for learner

- James' attendance was 100% and his time keeping was good.
- James completed three units and made inroads into two others.
- Throughout the duration of the course, James feels he has increased his control over 11 areas of his life (out of 16 areas, as shown on his power map).
- James has found employment and has gained the self-discipline to work night shifts.
- James has addressed his housing needs and is now sharing a flat with a friend.

Other factors to consider

- Success due to high ratio of staff to young people.
- Motivation of all young people hinged on dedication, motivation, patience and creativity of staff.
- Partnership work across agencies.

Scenario 2

Mental health

Background situation (the young person/people)

Martin is 38 and currently lives in sheltered accommodation. He has spent much of his last 10 years in psychiatric units. Prior to his first breakdown and the onset of chronic depression he had started a computer programming course. During his earlier life he prided himself on being fit and had completed the London Marathon many times.

Key issues

- To get mentally well, physically fit and loose weight gained whilst on medication.
- To return to college and study for/complete computer programming course.
- To build up independent living skills and improve quality of life.
- To be more active/sleep less.
- Long term – financially self-supporting – job programmes.

The project (including setting, target group and staffing)

Martin is ESF-funded and attends a charity which provides work rehabilitation and training for mental health users. The charity offers ***Getting Connected*** to small groups of its clients to promote/support their personal development – challenging/difficult clients often struggling 'to be' in the real world. Also onsite IT training and one-to-one guidance/support regarding training/work placements.

Activities/processes/methods selected – and why

Classroom-based group activities. Mostly led by concerns/issues raised by clients. Include opportunity to discuss solutions/give each other feedback regarding development/progress. Individual and group projects tailored to interests of participants, e.g. healthy eating display at centre. Access to IT equipment.

Unit(s) chosen and why – how they connect with the young person's situation

Martin appreciates the ongoing support of the group and sees the programme as a step back into education. Units chosen by umbrella programme organisation:

A: Managing myself – focus on building awareness of existing skills/qualifications and overcoming problems.

E: Getting and giving support – identify needs and match to agencies.

G: Managing myself – encourage exercise, healthy eating and time management.

H: Using information – essential for chosen career path and improving presentation skills.

I: Rights and responsibilities – self-empowerment: more informed = self-confidence.

Examples of evidence of learning/achievement collected

- Mind maps.
- Witness statements.
- Written statements.
- Photocopies of photos.
- Story boards.
- Newspaper articles.
- Presentation/feedback.

- Certificates – life story.
- Weekly 'diary'.

Resources needed/used

- Time – group and one-to-one tutorials.
- Regular access to group room.
- Development of worksheets.
- Healthy eating promotional material.
- IT equipment.

Time scale

3 hours a week for up to 52 weeks.

Outcomes/benefits for learner

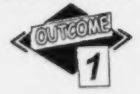
- Good time keeping and attendance.
- Two units complete, substantial inroads into two others.
- Increased confidence, participation and eye contact.
- Ability to stand up for himself is greater.
- Developing IT skills alongside ***Getting Connected***.
- Weekly work placement – regular attendance.

Other factors to consider

- Martin lapses into ill health when he experiences/perceives pressure and finds changes very difficult.
- He needs a lot of support.
- He is very determined to improve his lifestyle; others in group are very supportive and meet him outside of group time.

Notes for mentors

In this section of the *Getting Connected Guide*, you'll find:

- A copy of each Unit which lists the main **Learning outcomes** in the left hand column and the performance criteria (by which you will judge whether or not the young person has achieved a particular outcome) in the right hand column (**To achieve this Unit...**).
- A set of **mentor notes** which provide:
  - The rationale for the Unit.
  - Particular issues that you need to be aware of.
  - A guide to working on each of the main learning outcomes, in turn, with references to the **Mentoring**, **Emotional Intelligence**, **Learning** and **Assessment** sections of the *Getting Connected Guide*, as appropriate. You may need to cross-refer to the **Learning outcomes** page as you read these notes, so that you can relate what is being said to the specific performance criteria. An icon like this 

will link back to the relevant Learning outcome.

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Unit A: Knowing myself

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Review your life so far	1.1 Tell key aspects of your life story to another person and record the account 1.2 Identify and record what you have learned about yourself from *(a)* events and *(b)* people who have been significant in your life
2. Be aware of your own qualities and changes you might want to make	2.1 Identify and record *(a)* skills and *(b)* qualities that make you feel good about yourself *(c)* qualities you admire in others that you would like to develop in yourself 2.2 Identify and record *(a)* three strengths on which you want to build (within an agreed time scale) with your mentor *(b)* three things about yourself which have caused you difficulty and that you would like to begin to change (within an agreed time scale) with your mentor
3. Make and carry out plans for the future	3.1 Produce and record an action plan for your future. Focus on including the steps you need to take, building on your strengths, developing your qualities and changing things that have caused you difficulty 3.2 Identify who/what could support you 3.3 *(a)* Carry out your action plan *(b)* Review your achievements 3.3 *(c)* Identify and record what you have learned about yourself 3.3 *(d)* Consider and record what you might do differently next time

Unit A Knowing myself

Notes for mentors

Rationale for this Unit

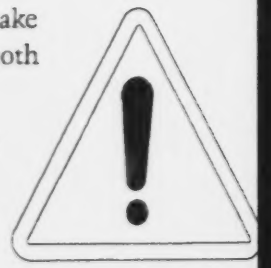
"Self esteem begins with telling your own story" SEBASTIAN KRAEMER (1996)

Telling our unique life story can help us to:

- **Recognise how we got to where we are today.**
- **Value ourselves and how we have responded to our own experiences.**
- **Decide where we want to venture in our future.**

Giving factual information and telling anecdotes about our lives may be easy for some. Telling how it really was for us – and having someone really listen and take our story seriously – can be a deeply insightful and rewarding experience for both.

Beware!



The learning outcomes for this Unit are very personal. Make sure you are clear about limits to **confidentiality** – with both your scheme and your learner:

1 You must explain to the learner that you may need to discuss this work with your supervisor.

2 Think carefully about how you will store evidence for assessment, so that you don't breach confidentiality.

What the mentor needs to know

How well do you know yourself?

Check that you can complete the three learning outcomes from this Unit yourself. You might:

- ☐ Work through them with someone else from your project.
- ☐ Notice where you have difficulties and what helps you through them.

Self esteem = self confidence *and* self worth

(Check out the section on Emotional Intelligence pages 155–172)

What the mentor needs to know to give support . . .

Review your life so far

Because this **outcome** is so personal, you will need to know how to:

- **Build rapport** before you focus on it (see **Mentoring**, page 122)
- **Use active listening** to demonstrate your support for the young learner (see **Mentoring**, page 132). For example, by naming the emotions you believe the young person has been feeling, as you listen to this personal story, you can validate the learner's experiences and demonstrate that these emotions can be bearable, for example:

  'That sounds really scary'
  'It seems like you had to cut off from your feelings – I guess you had to because those feelings might have been overpowering . . .'

Active listening will also help you to spot potential evidence – for this and other Units. Listen carefully and creatively to pick up any indications of the learner knowing 'how to. . .'. Consider ways in which this know-how could be transferred to other situations. Keep a list together.

- **Provide consistent boundaries** to 'hold' the learner (see **Mentoring**, page 130)

You may also need to refer the young person on to counselling or other agencies, as appropriate. For example, if a young person is showing signs of an eating disorder or another's recreational drug use is becoming a cause for concern, then it would be best to try to persuade them to see a health specialist.

Be aware of your own qualities and changes you might want to make

Useful skills and knowledge here include:

- The ability to **give positive feedback** (see page 206 of the **Assessment** section). The more specific the feedback, the more powerful is its message. For example:

  'The (named) actions you took there show that you have been able to look out for yourself in some very difficult situations. These self-preservation skills could be very useful to you in the future and in a number of jobs.'

is more helpful than . . .

'Wow, you're a survivor.'

- The **'qualities'** mentioned in outcome 2 are not so much about skills but about intuitive strengths, styles and preferences, including, compassion, determination, curiosity, optimism and so on. You might share the information that different qualities are:
  - Useful in some situations and problematical in others.
  - Developed in response to personal circumstances.

Make and carry out plans for the future

Action plans need to be:

Specific
Measurable
Achievable
Relevant
Time-scaled

As you listen to the young person's story, tell her/him all the qualities and strengths you hear and work alongside her/him to identify the situations in which these were formed.

(See page 130 of the **Mentoring** section)

Create a regular check-in time so the learner can update you on how her/his plan is progressing. Showing you remember helps to contain the learner's anxieties and supports their development.

Unit B: Coping with feelings

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Understand feelings in different situations and how they can influence thinking and behaviour	**1.1** Identify and record three different situations in which you feel *(a)* okay about yourself *(b)* not okay about yourself **1.2** Describe one or more situations when your feelings affected your thoughts and behaviour **1.3** Using what you found out in 1.2 identify and record *(a)* ways in which you could manage your feelings better; *(b)* try these out *(c)* reflect on how this felt and *(d)* identify and record what you might do next time
2. Understand how to express feelings appropriately in different situations and how feelings link to actions	**2.1** Identify and record a situation when you *(a)* handled your feelings well *(b)* handled your feelings badly **2.2** Think about and record a coming event or situation, anticipate and record what difficulties may arise **2.3** Identify and record action that you can take to manage this difficulty/difficulties **2.4** Do what you planned and record it **2.5** Identify and record what you might do differently next time
3. Recognise feelings generated by prejudice and discrimination	**3.1** Identify and record two situations in which you have experienced or observed different forms of discrimination and describe *(a)* your feelings/their feelings *(b)* how you behaved/how they behaved and *(c)* how you could have responded to the situation differently
4. Understand and respond to the feelings of others	**4.1** Identify and record two situations where someone else showed strong feelings about something you did or said **4.2** For each situation state *(a)* who was involved and what happened *(b)* describe and record your reactions and the feelings that gave rise to these reactions *(c)* state what happened next and how you and they felt *(d)* consider and record how you might handle things differently in the future

Unit B Coping with feelings

Notes for mentors

Rationale for this Unit

Sometimes our actions are an immediate response to our feelings – we don't think about the consequences of our actions. As a result we may harm ourselves, or others, or both. We can change this if we can:

- **identify and understand how we feel**
- **then think**
- **then act.**

It is the 'thinking' aspect that is particularly helpful in dealing with real-life situations. Your role as a mentor is to support the young person's development of these thinking skills. Please refer to the Mentoring (page 122) and Emotional Intelligence (page 155) sections.

Check it out for yourself

Do you have a **typical way of expressing your feelings** when you are anxious or stressed?

- ☐ Some people smile more the more upset they are.
- ☐ Some people get angry when they are scared (some males may be socially reinforced to do this).
- ☐ Some people burst into tears rather than be angry (some females may be socially reinforced to do this).

Do you sometimes **not have any feelings** that you can identify? Feelings that don't get expressed can build up – and later get dumped on other people and situations.

In what situations do you typically **by-pass thinking** and act simply in response to your emotions?

What does the mentor need to know?

An understanding of human development can be useful. From about 6–18 months, our actions are mostly immediate responses to our feelings (instant gratification is required!).

From 1–3 years, as we learn to talk (and therefore think) in words, we can also learn to manage our responses. However, if nobody encourages us to think about our feelings, consider our response and review the possible consequences of our options for action, then we may not learn to do this. The result is that even when grown up, we may act like a toddler. Road rage is an example!

What the mentor needs to know to give support . . .

Understand feelings in different situations and how they can influence thinking and behaviour

It is widely suggested that there are four authentic emotions:

joy

sadness

anger

fear

As we have grown up, we will each have learned particular ways of covering up some of these real feelings with 'inauthentic feelings' – feelings that we have learned, in order to be safe and accepted in our early life situations (see Feelings in **Mentoring** section page 143).

Such defensive responses 'feel' normal and genuine of course – which can make finding out what is buried below a difficult and delicate process. A relationship of trust helps, and sensitive recognising and naming of the emotional response (engendered in you by the learner) may actually be describing their innermost feelings.

Understand how to express feelings appropriately in different situations and how feelings link to actions

Ideas from cognitive-behavioural psychology are very useful here. These suggest that when we think about our feelings and about possible actions we can choose how to behave and we act with integrity. When we by-pass thinking, we are more likely to collide with problems.

Recognise feelings generated by prejudice and discrimination

Prejudice = to judge beforehand or without fully knowing the facts, situations or person.

Discrimination = prejudice + power (the power for these judgements to have an impact on the people and situation).

Prejudice, then, involves expressing and possibly acting on feelings without really thinking. It is important that you are aware of your own prejudices – we all hold subtle preferences or dislikes that are not based on our experiences.

Understand and respond to the feelings of others

Empathy is different from sympathy. It means putting yourself in another person's shoes, feeling what it must be like to be in their situation. Sympathy means recognising their feelings in yourself. When working as a mentor you need to be empathetic – responding openly and honestly to the young person's feelings, as they are expressed.

What might you do with the young adult learner?
Watching films and TV soaps together can provide you with a variety of situations to think about and discuss – considering not only why the character acted as they did but also using empathy – imagining their feelings/putting yourself in the person's shoes.

Remember S M A-R T action plans (see the Mentoring section page 133)

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Unit C: Holding beliefs

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Put forward your opinion, appreciating others and recognising their influence	**1.1** Identify and record two things you believe are wrong and two you believe are right **1.2** For each put forward a supporting argument **1.3** Listen to and think about an opposing view and record how this has influenced your thinking **1.4** Consider from the other point of view whether they were entitled to hold this view
2. Know what beliefs and values are and how they affect attitudes and behaviour	**2.1** Describe two different things other people feel are right and wrong **2.2** Provide evidence of how you have acquired your beliefs **2.3** Identify and record how other people acquire their beliefs **2.4** Identify and record how a person's views influence their behaviour

Unit C Holding beliefs

Notes for mentors

Rationale for this Unit

Believe this!

Often we don't think about our beliefs unless they are challenged – they become part of our identity.

What we believe to be true about ourselves, others and the world at large underpins our attitudes. This shapes our thinking and directs our behaviour.

We live in a society where people have the freedom to believe what they choose. Yet it is vital that beliefs do not result in harmful behaviour. Conflicts between people are often due to a clash of beliefs – tolerating others' different beliefs is a crucial skill for living harmoniously in a free and open society (see Unit I).

Check it out for yourself

What do you believe?

Our beliefs are not always helpful – they are, after all, only beliefs not reality.

Richard A once received some useful feedback from **Alice S**:

The situation: They had been in a large group where a heated discussion was going on between people (always a sign of a clash of belief systems!). Richard made several interventions, pointing out that there seemed to be more going on in the discussion than met the eye (or ear!). His comments were ignored.

The feedback: Alice suggested to Richard that he was operating on the assumption that people are not competitive and always want the best for the group. As a result of this belief he did not acknowledge each individual's claims – and so got ignored by everyone.

What does the mentor need to know?

You – and what values and beliefs you hold dear – we all hold all sorts of beliefs about:

- **Ourselves**
- **Others**
- **The world at large**

What the mentor needs to know to give support . . .

Put forward your opinion, appreciating others and recognising their influence

A Sunday newspaper carried out an interesting experiment by leaving various amounts of money (ranging from a £1 coin to a £50 note) lying on the pavement, observing what passers-by did, and later enquiring why.

This showed up all sorts of beliefs, and the relationship to 'right' and 'wrong':

"Finders keepers."

"If it's less than £20 then I reckon it's mine – but a £20 note or more I'd take to the police station."

"I bet the police keep it for themselves if you hand it in."

"Whoever lost it could obviously afford to lose it."

"I thought fate or God or whatever put it there for me – I need it."

"I kept thinking about who might have lost it – it could be a stressed single mum and that was all the money she had for the week."

"I needed that money – that sort of makes it mine."

Taping discussions where different beliefs are argued, and later listening together to the tapes, can help you to explore with the learners how different factors can influence whether other people listen or switch off:

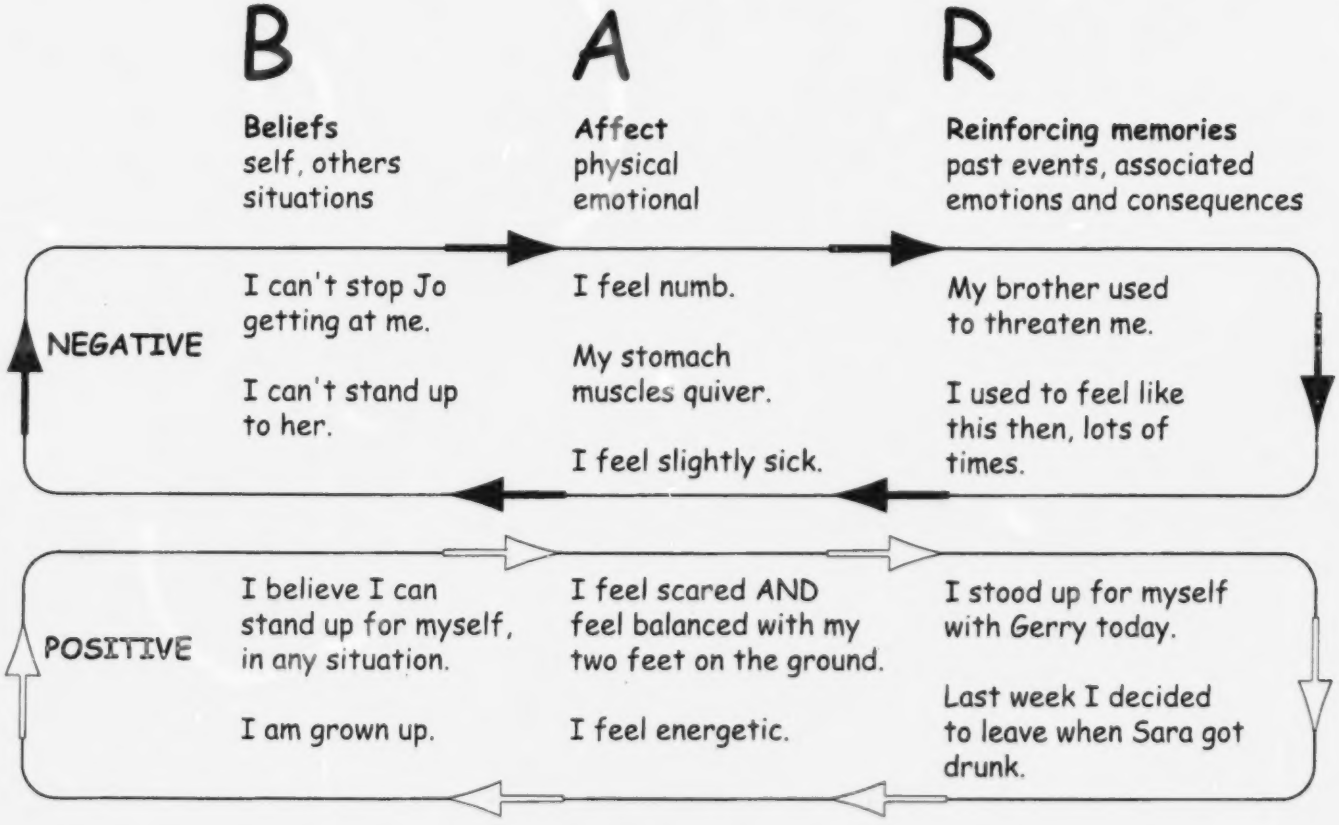
- Tones of voice, especially when expressing strong feelings.
- Use of 'I' statements.
- Exploring why you believe what you do.
- Giving facts.
- Using anecdotes.
- Recognising and appreciating that the other person has a different point of view.
- Directly asking someone to change their mind.

Know what beliefs and values are and how they affect attitudes and behaviour

Our beliefs can hem us in, affecting our relationship with reality. **Beliefs** about others, situations, and ourselves are inextricably linked to our physical and emotional responses (**Affect**) and our past, which can serve to **Reinforce** these beliefs. These BARs (see over page) then create a 'self-fulfilling prophecy' if we tell ourselves we can't do something then the way we go about it almost ensures that we fail.

Positive affirmation is one way of working with beliefs to create beneficial outcomes. Research suggests that saying the affirmation regularly out loud has a powerful effect (even if you don't believe in what you are saying!! providing the affirmation is in the first person, present tense (I am . . ., I can . . ., etc.).

Factual information about here-and-now-reality can cut across the way that an individual can mistake the past for the present.



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Unit D: Handling relationships

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Recognise and practise skills needed to make and keep different types of relationships	**1.1** Give examples of and record positive relationships you have enjoyed or observed in others (for example, in the family, at work or socially) and state the reasons why **1.2** In each of the situations below give an example of when and how you have demonstrated the following skills *(a)* active listening *(b)* negotiating *(c)* explaining *(d)* starting and keeping a conversation going **1.3** Identify and record how you felt when others have not demonstrated these skills in your relationship
2. Understand and test out different approaches to managing difficult relationships	**2.1** *(a)* identify and record any difficult relationships you are experiencing *(b)* for each difficult relationship you have identified select and try out different approaches to deal with them *(c)* review and record how effective these approaches have been *(d)* identify and record what you might change
3. Recognise the proper and improper uses of power and control	**3.1** Identify a situation/relationship where someone *(a)* exerts power over you *(b)* exerts control over you *(c)* for each identify and record how these situations make you feel *(d)* decide what you might want to do to change and improve the relationship *(e)* try the change out and record what happened
4. Recognise the difference between assertive, aggressive and passive behaviour	**4.1** Record your understanding of what is meant by assertive, aggressive and passive behaviour **4.2** *(a)* describe two different situations where you might be assertive instead of aggressive or passive *(b)* plan how you might behave more assertively in these two situations and try it out *(c)* consider and record the impact of this assertive behaviour and how you felt about it
5. Test out different approaches to giving and receiving feedback	**5.1** Record an incident when you received *(a)* positive and *(b)* negative feedback **5.2** For each consider and record how this affected your feelings, thoughts and behaviour **5.3** Give an example of how to give *(a)* positive and *(b)* negative feedback **5.4** Give an example of how to receive *(a)* positive and *(b)* negative feedback

Unit D Handling relationships

Notes for mentors

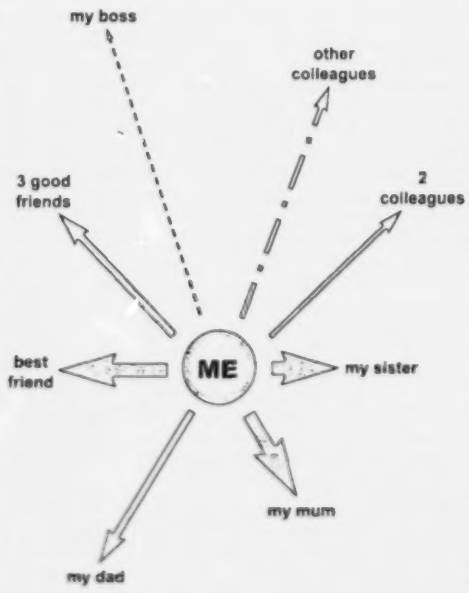
Rationale for this Unit

As human beings, we are constantly in relationships with others. Being able to reflect on how we relate to other people – and to make changes – is vital. Some people find themselves caught in a pattern of difficult relationships – they want to escape, but don't know how. The idea of this Unit is to give learners opportunities to extend their repertoire of social skills, so that they can get the most out of the different relationships in which they are involved.

Check it out for yourself

Draw a sociogram of yourself, and all the different relationships you have:

- Position each person in the diagram at a distance from you that represents the nature of the relationship (how close you are to them).
- Make the lines thicker to indicate the strength of the relationship.



For more on:

- The dynamics of conflict – see page 136 in the **Mentoring** section.
- **Active listening skills** – see page 132 in the **Mentoring** section.
- **Assertiveness** – the classic text is *A Woman in Your Own Right* by Anne Dickson (1982).
- **Negotiation** – the classic text is *Getting to Yes* by Roger Fisher (1997).

(Also see additional texts listed in the **References** on page 216)

What does the mentor need to know?

A range of interpersonal skills is included in this Unit. Please check out the section on **Emotional Intelligence** (page 155).

What the mentor needs to know to give support . . .

Recognise and practise skills needed to make and keep different types of relationships (for example, in the family, at work or socially)

Explaining something can be tricky – we often miss out crucial pieces of information because we take them for granted. Try explaining to someone else:

- ▷ What life will be like in 2020.
- ▷ How to get from your house to a destination by bicycle.
- ▷ Exactly what you did during the first 30 minutes of today.
- ▷ How to peel an orange efficiently.

Think about the essentials of explaining:

- ▷ Begin with an overview.
- ▷ Give the information in chunks or steps.
- ▷ End with a summary.

Understand and test out different approaches to managing difficult relationships

Different positive approaches might include:

- ☐ Assertiveness.
- ☐ Keeping quiet.
- ☐ Walking away.
- ☐ Getting help.

Simulation, **role play** and **drama** are very useful to try out different approaches, to check their impact on others and to rehearse and gain confidence. These can be taped or videoed as evidence of achievement, with an added commentary from you, as a mentor, on effectiveness.

Recognise the proper and improper uses of power, authority and control

Some issues to consider:

- ○ A sociogram can show who has power, authority and control over you. What's the difference between your own sociogram and that of your learners?
- ○ What are the differences between power, authority and control?
- ○ Which relationships are possible to change?
- ○ What positive approaches might be used to make these changes – face-to-face and in writing?

Recognise the differences between assertive, aggressive and passive behaviour

Can you recognise the following through an individual's body language and tone of voice?

- ○ **Assertiveness** — Individuals clearly and firmly expressing their wishes (e.g. 'I am unhappy with this service').
- ○ **Passivity** — Individuals giving little or no feedback/ response when presented with situations.
- ○ **Aggression** — Individuals using overpowering/overbearing expressions, gesticulations and phrases in order to 'win' or dominate a discussion.
- ○ **Passive aggression** — Individuals using indirect means to dominate a discussion/situation (e.g. sabotage).

Test out different approaches to giving and receiving feedback

Positive feedback tells what was wrong (being specific about the actions) and provides some suggestions on how it might be done differently.

This is much more useful than simply **critical feedback** (telling only what is wrong about the action) and is not destructive like **negative feedback** (which is usually about the person and may be powerful). For example:

Positive feedback might be phrased: **'You made three mistakes in that story (X, Y, Z). What we needed was . . .'.**

Negative feedback would be: **'You're a useless story teller/you're just so careless.'.**

Some people find it easier to give than receive – and vice versa. Try this out by taping/videoing the sessions (see **How to give feedback constructively** – page 205 of the **Assessment** section and page 152 of the **Mentoring** section)

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Unit E: Getting and giving support

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Find out about local support available for different needs that you might have	**1.1** List individuals, groups and local agencies that offer advice and support **1.2** Identify any needs you might have in which you want support **1.3** Match individuals, groups and local agencies with your support needs **1.4** Explain how you would establish if the support meets your needs
2. Identify how to get support for yourself	**2.1** Record how you either obtained support from an individual, group or local agency. Consider what it meant to you and how it affected you **2.2** Consider and record what you would do differently in the future **2.3** Clearly state how and when or give an example when you have been effectively supported by *(a)* another person *(b)* a group **2.4** For each of **2.3** *(a)* and *(b)* consider and record how you felt about this and what you found helpful
3. Identify how to give support to others	**3.1** Identify and record a situation where you might give support to a group of people or an individual **3.2** *(a)* plan how to give the support and then do it *(b)* describe what happened and identify the benefits of what/might you have done for both parties **3.3** Identify a situation where you have found/might find it difficult to give support and *(a)* explain why *(b)* consider what you would do if you were in a similar situation again

Unit E Getting and giving support

Notes for mentors

Rationale for this Unit

There is no need for any of us to have to rely only on our own resources in any aspects of our lives. However, we may not:

- **Know where to find support.**
- **Know what types of support are available.**
- **Have experienced the benefits that effective support can provide (and therefore may not feel confident about others supporting us).**

Giving support to others in ways that are empowering (allowing them to do something for themselves rather than taking over and doing it for them) is also something useful to learn.

What's the motive?

What are your motives for providing support as a mentor? *Before turning over the page, write down as many reasons as you can for why you are a mentor.*

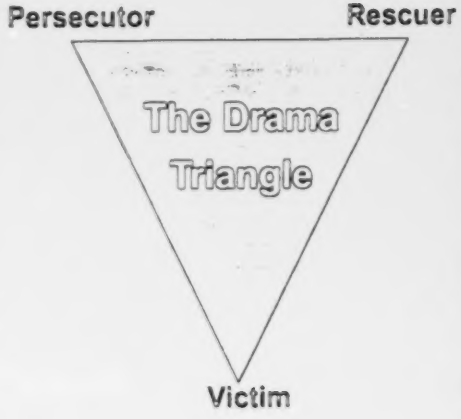
Where do you get support from?

See Unit D (page 64) about making sociograms. Create one to describe who you get support from, and how (face-to-face, on the phone, by email, in writing, other ways?).

What does the mentor need to know?

It is vital that you are clear about the difference between true responsiveness and 'Rescuing', which involves doing more than asked for and often lands you in difficulties (see **Helping** in the **Mentoring** section, page 146).

Once you are clear, you can explain this dynamic to your learner. The best way to do this is for them to tell you about a time they asked for help, and what happened. Then together, piece by piece, track what happened, using the **Drama Triangle** (see page 146) – you could draw it, or create a triangle on the floor and retell the story walking the triangle.



What the mentor needs to know to give support . . .

Find out about local support available for different needs that you might have

How do you check out if the support offered is:

- ☐ Legal
- ☐ Realistic
- ☐ Competent
- ☐ Free or fee-payable
- ☐ Useful
- ☐ Accessible

What else might need to be checked?

Identify how to get support for yourself and how to give it to others

Interviewing can be a useful way of creating evidence of getting support. You can make it fun by setting it up as a role play with yourself as a journalist interviewing people about how they get support from individuals and groups. You can then either write it up as a magazine article or video it as if for a TV programme. You will need an open-ended interview schedule – a list of things you want to ensure are covered:

- ○ What happened?
- ○ What did you think and feel:
  - ▷ Beforehand?
  - ▷ During?
  - ▷ At the end?
  - ▷ Much later?
- ○ What helped?
- ○ What hindered?
- ○ Would you do the same again?

Mentoring motives – *feedback*

Some of the reasons you wrote down may have more to do with your own needs (for example, **'to be a support to others'**) than those of young adult learners. There is nothing wrong with that.

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Unit F: Exploring risks

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Investigate different situations that may pose risks to you and others	**1.1** Recall and record examples of risks you have taken at different times in your life **1.2** Identify and record current situations that might be risky to your physical safety **1.3** For each situation in 1.2 *(a)* identify and record what you could do about it *(b)* take appropriate action *(c)* consider and record what happened
2. Know how to practise safe sex	**2.1** Identify and record some of the risks in sexual activity **2.2** Describe what you can do to keep healthy **2.3** Identify and record what *(a)* resources and *(b)* support is available to you locally
3. Recognise the risks of drug use and how these can be reduced	**3.1** List three types of *(a)* illegal and *(b)* legal drugs **3.2** For each type of drug describe *(a)* why people use them and *(b)* the effects **3.3** Identify and record resources available locally to help users **3.4** Describe the kind of advice you would give somebody who was using drugs harmfully and how they might change their behaviour
4. Recognise own response to risk taking	**4.1** Identify and record risky situations which you may be in *(a)* now and *(b)* in the future **4.2** State what, if anything, the law says about these situations **4.3** *(a)* choose one situation and plan your options to deal with the situation stating what is likely to happen *(b)* consider and record what happened and what you might change in the future **4.4** Describe what you like about taking risks and how else you could get these feelings

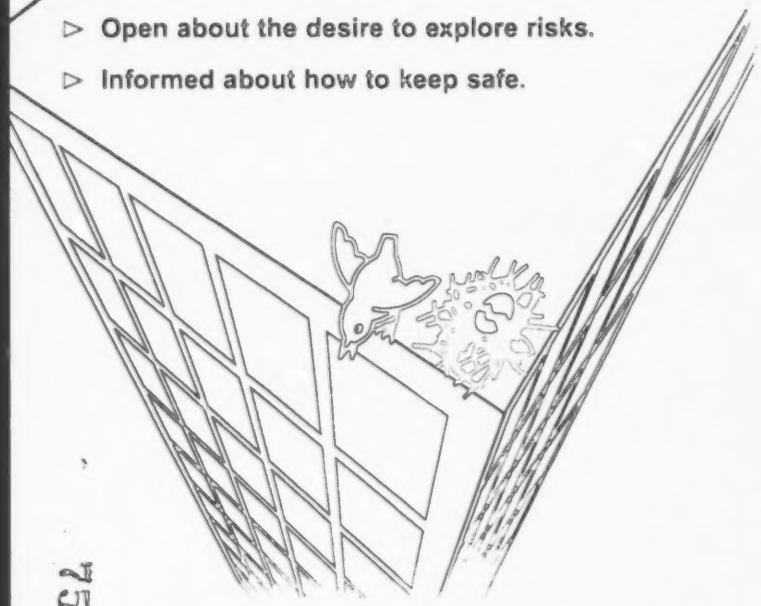
Unit F Exploring risks

Notes for mentors

Rationale for this Unit

Experimenting and testing out boundaries is part of growing up, separating and becoming oneself as an adult. However, contemporary life may present more hazards than in the past. For these reasons, it is important to be:

- **Open about the desire to explore risks.**
- **Informed about how to keep safe.**



C24

- ☐ About adolescence and how it fits into an overall model of human development, in terms of physical and psychological changes?
- ☐ The up-to-date terms for drugs and other substances in your locality as well as their availability and use?
- ☐ Young people's jargon for various sexual parts and practices?

Do you remember . . .?

What it was like to be a young person: testing out the boundaries, trying new things/people/clothes/language/alcohol?

When was the last time that you took a risk?

What was it?

What did it feel like?

How did it compare to how you felt taking risks when you were 16?

What does the mentor need to know?

Adolescence is a natural time for testing out boundaries. It can also be a time when actions are a response to emotions, without thinking of the consequences (see Unit B). These and other factors increase the likelihood that a young person may find her/himself in a risky situation.

What the mentor needs to know to give support . . .

Investigate different situations that may pose risks to you and others

Another factor is incident hunger: some people have a greater psychological need for excitement than others. Hormonal changes often seem to increase this desire for thrills. There are safe and unsafe ways of getting the same buzz – for example, bungee jumping and joy-riding. Some people become almost addicted to adrenaline surges.

Be aware that your personal opinions about different risks may have a powerful effect – and may encourage, rather than discourage, unhealthy risk taking. Ensure that you are up to speed with the current known facts relating to different risks.

Know how to practise safe sex

Frank, open discussion may be triggered by what's going on in a current TV soap opera or a movie.

Recognise the risks of drug use and how these can be reduced

Check that you know how different substances (including coffee, alcohol and nicotine) affect your:

- Capacity to think.
- Feelings – are they heightened or depressed?

To what extent are you aware of different strategies to deal with substance misuse? Do some research into their effectiveness.

Recognise own response to risk taking

- There are certain board games (such as 'Scruples'), which are based on the idea of exploring the possible consequences of beliefs, decisions and actions. You could use these as a means of checking out the range of risks and worst fears the learner may be exposed to in particular situations.
- It is possible to build in numeracy skills here, relating to probability and percentages.
- An area of factual knowledge to check out is the current legal situation in relation to some risk taking – including minimum ages.

A new development is the **(alternative) Unit F: Exploring risks**. Feedback from Mentors suggested that the language and subject matter contained within Unit F might be culturally insensitive. In response, YALP and OCR have developed a culturally neutral alternative. Both versions are acceptable at moderation (see over page).

Getting Connected

A curriculum framework for social inclusion

Unit F: Exploring risks (Alternative)

Learning outcomes	To achieve this Unit the learners need to show they can:
1. Investigate different situations that may pose risks to you or others	1.1 Recall and record examples of risks that groups/individuals have taken that you are aware of (at different times in your life) 1.2 Identify and record current situations that might be considered a risk to an individual's physical safety 1.3 For each situation in 1.2: identify, consider and record what could have been done about it
2. Identify the range of risks facing people in society	2.1 Identify and record at least three risks facing people in society 2.2 Describe and record what can be done to maintain people's health and wellbeing 2.3 Identify and record what: (a) resources and (b) support is available locally 2.4 Describe the advice you would offer a person involved in a risk situation and how this might influence their behaviour
3. Recognise own response to risk taking	3.1 Identify and record risk situations: (a) which you may be involved in now **OR** (b) which you may potentially be exposed to in the future 3.2 Record what, if anything, the law states about these situations 3.3 Describe and consider the feelings: (a) that you have experienced in a risk situation **OR** (b) that a person might experience in a risk situation

Explanatory notes:
When discussing risk situations, young adult learners can refer to general examples, responses being acceptable in the first or third person. Ideally responses should reflect a range of experiences over time.

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Unit G: Managing myself

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. **Choose resources needed to achieve personal goals**	**1.1** Identify realistic personal goals **1.2** For each goal identify the resources needed to achieve them *(a)* short term and *(b)* long term **1.3** Devise a plan with steps to achieve a particular goal and record its development over a time scale agreed with your mentors
2. **Plan and review how you have managed your time, budget and lifestyle over an agreed length of time**	**2.1** Consider and record how you have recently managed your time, budget and lifestyle **2.2** Identify changes you might like/want to make **2.3** Write a plan to *(a)* manage your time *(b)* manage your budget *(c)* manage your lifestyle **2.4** Describe and record the operation of each plan. Consider and record how each plan went **2.5** Identify other people who affected your achievements and how this made you feel
3. **Show you know the importance of a balanced diet and exercise for healthy living**	**3.1** Describe your existing diet/exercise pattern **3.2** Consider and record how this existing pattern affects your health/lifestyle **3.3** Use these considerations to produce and carry out a programme for healthy living for an agreed period of time **3.4** Review the operation of your plan and how this made you feel **3.5** Consider and record what you might change next time

Unit G Managing myself

Notes for mentors

Rationale for this Unit

This Unit deals with the practicalities of everyday life – when we feel out of control in one or more of these areas we are often unable to be open to learning or developing in other ways. It provides opportunities to look forward, make plans and begin to take more control.

Check it out for yourself

How do you manage your **time**, **budget** and **accommodation** (for younger learners aspects of budgeting, accommodation and time management will need to be addressed with appropriate examples)?

What **tips** might you have to give someone else?

How can you **put across this advice in a way that improves its chances of being accepted**?

Are there areas in which you need to improve your own self-management strategies – for example:

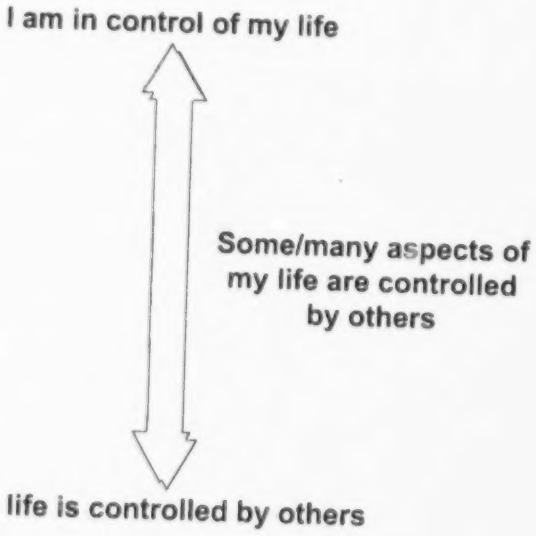
- ☐ Friends.
- ☐ Family.
- ☐ Magazines.
- ☐ TV.
- ☐ Radio.
- ☐ Newspapers.
- ☐ Specialist agencies, e.g. Citizens Advice Bureau.
- ☐ Experts.
- ☐ Banking.
- ☐ Or . . .?

See Unit A about ***S M A R T*** *action planning.*

What the mentor needs to know

The '**locus of control**' is a traditional psychological concept. It measures the extent to which we believe we have control over our world.

Continuum



The concept suggests that the more we feel that we are in control of our lives (see Units A, B and C), the more we are able to deal successfully with external difficulties – such as finding somewhere to live and getting enough money. However, we may not be able to consider taking charge of our own lives when there is no support in our environment.

What the mentor needs to know to give support . . .

Choose resources needed to achieve personal goals

Prioritising (time, money and other sorts of plans) is one way we take control. Setting priorities involves taking into account our own feelings about potential activities (see Units A, B, C) and predicting direct consequences and knock-on effects. Prediction, like weather forecasting, is an inexact science. We judge what is likely to happen by referring to similar experiences in our past. Younger learners with limited life experience to draw upon may find role play or age-appropriate examples useful.

Plan and review how you have managed your time, budget and lifestyle over an agreed length of time

Flow charts and IT spreadsheets lend themselves to planning and record-keeping activities involving money.

A diary or personal organiser helps plan our use of time. Different sorts of people like different sorts of systems:

- An electronic organiser.
- A month-a-page planner.

- A day-a-page diary.
- A wall chart.
- A very small notebook.

Check out what suits your learner(s).

When we make a major change in our lives we tend to go through a number of stages – which is why it can be so difficult, and why we may give up. The stages might be phrased as:

Being – shunned, shocked, amazed, momentarily discouraged.

Doing – carrying on as if the change has not occurred.

Thinking – going round and round in circles, frustrated, angry that things are not as they were.

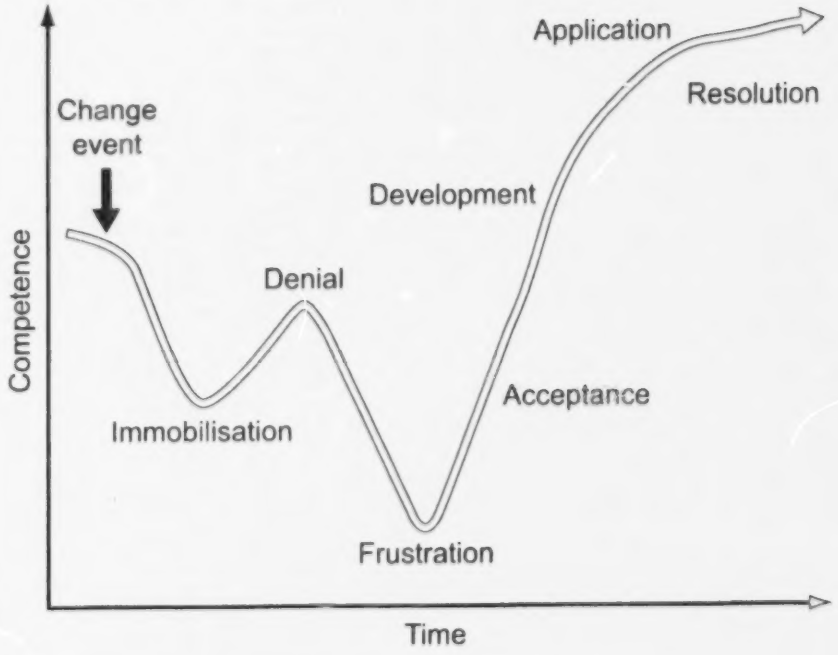
Adjusting identity – accepting that 'I am now a different person' due to the change.

Developing skills – seeking to identify or consolidate the new skills required of you due to the change.

Achieving integration – almost unconsciously becoming competent to cope with present demands and ready for the next change. This means being alert to what is happening around you so that you can respond positively.

The graph below shows the corresponding rise and fall in our competence as the change occurs:

Change curve



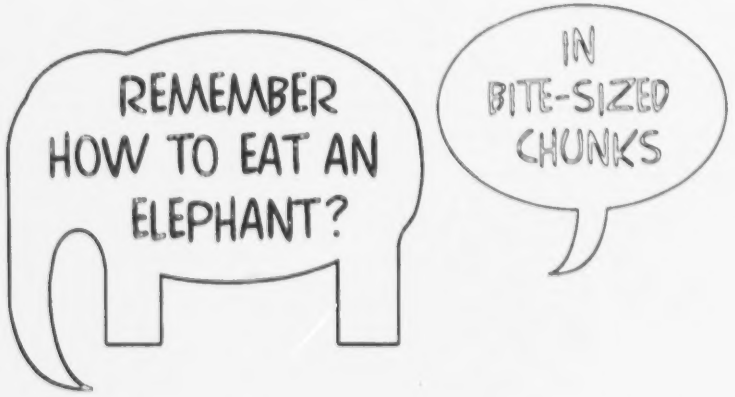
The timescale may be very short for any or all of the stages – or it can be spread over several years!

Listed below are some clues to what you might see happening at each stage, and what a person needs in order to move on and not get stuck at a particular stage.

Stage	Possible behaviour	Needs (In order to move on to next stage)
Immobilisation	Competence drops Withdraws Marks time	Reassurance Time to get used to change
Denial	Acts as if nothing has changed Wastes time	Patience Chance to explore choices
Frustration	Outbursts May want to take action/control Knows there is a need to change, but unsure how	Tolerance Opportunties to test out ideas
Acceptance	Tries to select/explore options that are appropriate to the new situation	Acceptance Chance to define own identity
Development	Seeks new skills/knowledge/understanding	Support Information Challenges
Application	Applies new skills/knowledge/understanding More settled	Encouragement Independence
Resolution	Maximum competence	Interdependence with others

Adapted from: E Kubler Ross (1983), Levin (1988), AD International & T Newton (1993), R Napper (1998)

Show you know the importance of a balanced diet and exercise for healthy living



Most diet and exercise regimes that fail do so because they entail doing too much, too quickly. Go for small changes over time.

Tape a discussion about the importance of diet and exercise.

Unit H: Using information

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Find out the best ways to get information	**1.1** State three reasons why you might want to obtain information **1.2** For each reason obtain and record *(a)* information from a spoken source *(b)* information from a written source **1.3** In each case in **1.2** review and record the usefulness of the information **1.4** Consider the sources of information you chose and state whether you would choose differently next time
2. Find out about the best way to give information	**2.1** Provide information about *(a)* yourself and *(b)* a project in which you have been involved For *(a)* and *(b)* **2.2** Identify appropriate media to communicate/transmit the information **2.3** Observe and record how well it is received **2.4** Consider what you have done and note what you would want to do the next time you present the information

Unit H Using information

Notes for mentors

Rationale for this Unit

Today is considered the Information Age. To be able to access and interpret information, as we need it, is crucial for individual survival in a technological society. Personal networks and contacts are still the major way that people get help (such as houses and jobs). How we give information – and what we choose to disclose – can make an enormous difference in our lives.

- What sources of information are available:
  - Locally?
  - Nationally?
- How easy is it to access these?
- Who are the key people and/or agencies and/or websites that will make it possible to gain information?
- How do you surf the internet – or how do you learn how to do so?

What does the mentor need to know?

Information overload!!!

No one can know everything (or even how to find out everything), yet some people get anxious because they don't have answers at their fingertips.

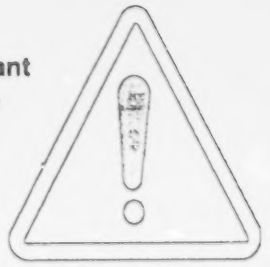
Draw yourself a spidergram of sources of different categories of information that you or a young person may need. Note contact numbers where you could go to find out more about each 'branch'.

Finding out can be fun – it's the process, not the goal (the journey rather than the destination), that is important.

Apparently, any two people in the world can be connected within six moves – someone knows someone who knows someone! Why not try this out with learners?

WARNING!

Keep the information-seeking and presentation **relevant** to the young person's life – there is nothing so deadly as collecting information about something of no interest or use to you! There has to be some incentive for the activity to seem worthwhile.



What the mentor needs to know to give support . . .

Find out the best ways to get information

Support the learner in prioritising (see Unit G) three key items they want to get information about.

Make a video, tape, transcript, storyboard or write up how the information was sought, and any problems in getting it.

Evaluate the usefulness of the information gained.

Find out about the best ways to give information

Verbal or written presentations often help to get the **I D E A** across, fast. This mnemonic can help:

- **I** **mage:** a verbal headline or a picture which grabs attention and curiosity.
- **D** **escription:** who, what, where, when – briefly.
- **E** **xplanation:** why is the person/thing important; how is it done?
- **A** **ction:** what does the presenter want the listener/reader to do with this information?

Another useful mnemonic is **K I S S**
(**K**eep **I**t **S**hort and **S**imple)

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Unit 1: Rights and responsibilities

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Understand rights and responsibilities	**1.1** Identify examples of your rights and responsibilities **1.2** Give an example of how you have balanced rights and responsibilities
2. Understand how your attitudes towards rights and responsibilities affect you and others	**2.1** Identify examples of choices you make in everyday life which: *(a)* affect only your rights *(b)* may affect other people's rights **2.2** List the advantages and disadvantages you identified of each of these choices **2.3** Identify an actual choice you made which has affected yours or someone else's rights **2.4** Consider and record the possible consequences of the choice **2.5** Identify what you might choose to do differently next time
3. Appreciate and act on rights and responsibilities	**3.1** Give an example of a right and a responsibility to do with *(a)* yourself *(b)* a parent *(c)* a partner *(d)* an employee **3.2** For each right and responsibility you have given identify the difficulties you might have in exercising them (if you were in each role) **3.3** Select one of the difficulties and describe how you might tackle it *(a)* consider how you felt about this *(b)* record what actually happened *(c)* consider what you might choose to do differently next time

Unit 1 Rights and responsibilities

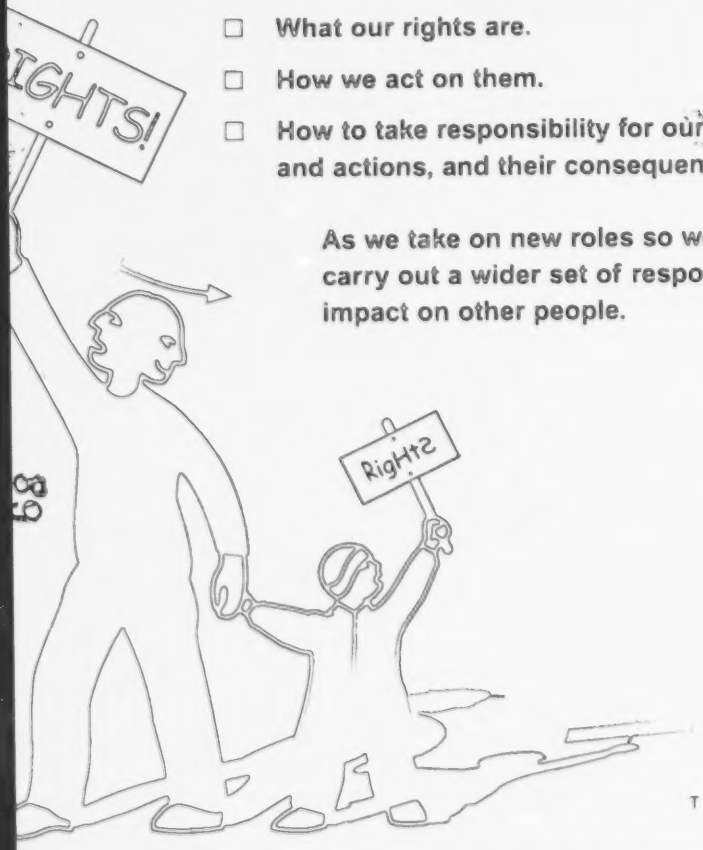
Notes for mentors

Rationale for this unit

As we grow older we acquire new rights and with these come greater responsibilities. It is important to know:

- ☐ **What our rights are.**
- ☐ **How we act on them.**
- ☐ **How to take responsibility for our decisions and actions, and their consequences.**

As we take on new roles so we also have to carry out a wider set of responsibilities that impact on other people.



At what age a person in the UK can legally:

- ○ **Drink alcohol in a pub?**
- ○ **Buy cigarettes?**
- ○ **Pay National Insurance?**
- ○ **Have a child?**
- ○ **Take out a mobile phone contract?**
- ○ **Drink alcohol at home?**
- ○ **Be involved in a homosexual act?**
- ○ **Be involved in heterosexual intercourse?**
- ○ **Purchase pornography?**
- ○ **Vote in a referendum?**
- ○ **Get part-time work?**
- ○ **Leave school?**
- ○ **Be a taxpayer?**

Do you know where to find out or update your knowledge?

What does the mentor need to know?

Rights involve responsibility – we are accountable for what we do with the people or things we are responsible for.

We also have many responsibilities that do not directly involve rights – as partners, parents, friends, employees and so on.

What the mentor needs to know to give support . . .

Understand rights and responsibilities

Rights may be:

- **Legally** defined.

  Legal rights are clear even if you disagree about whether they are fair.

- **Morally** decided.

  Moral rights involve beliefs and opinions (see Unit C) and may or may not be agreed upon by a majority of people. When public opinion changes they may become the basis of the law.

Not everything that is immoral is illegal and many of the things that are illegal are not considered immoral by some sections of the population.

The making and re-making of laws is society's bottom line, defining some core rights. Inevitably these provoke huge debate and have implications for beliefs about human nature.

Understand how your attitudes towards rights and responsibilities affect you and others

All actions have consequences – including doing nothing. We are each responsible for our actions and their consequences. Our (good) intentions, without action, may not be relevant. For example, I may intend to feed my cat but this good intention makes no difference to the cat's hunger if I don't follow it through.

Flowcharts can be a clear way of showing possible consequences – they combine well with *'What if . . .?'* discussions.

Appreciate and act on rights and responsibilities

Check out your own beliefs about the moral rights involved with each of the roles mentioned in the performance criteria for Learning outcome 3.

Are you up-to-date about legal rights?

When do responsibilities seem to be a burden, and why?

Notes for learners

There are nine units in *Getting Connected*:

Knowing myself

Coping with feelings

Holding beliefs

Handling relationships

Getting and giving support

Exploring risks

Managing myself

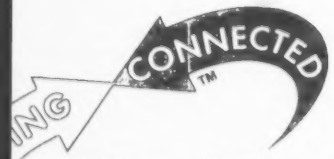
Using information

Rights and responsibilities

In this section of the *Getting Connected Guide*, you will find several pages of information for each unit.

The first will tell you **what you can learn** through *Getting Connected* and **what you need to do** to show that you have learned it.

The second will **help you with the learning** – it will include information, advice, quizzes, hints about 'how to learn' and **give you suggestions** for producing evidence of your learning.



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Unit A: Knowing myself

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Review your life so far	1.1 Tell key aspects of your life story to another person and record the account 1.2 Identify and record what you have learned about yourself from *(a)* events and *(b)* people who have been significant in your life
2. Be aware of your own qualities and changes you might want to make	2.1 Identify and record *(a)* skills and *(b)* qualities that make you feel good about yourself *(c)* qualities you admire in others that you would like to develop in yourself 2.2 Identify and record *(a)* three strengths on which you want to build (within an agreed time scale) with your mentor *(b)* three things about yourself which have caused you difficulty and that you would like to begin to change (within an agreed time scale) with your mentor
3. Make and carry out plans for the future	3.1 Produce and record an action plan for your future. Focus on including the steps you need to take, building on your strengths, developing your qualities and changing things that have caused you difficulty 3.2 Identify who/what could support you 3.3 *(a)* Carry out your action plan *(b)* Review your achievements 3.3 *(c)* Identify and record what you have learned about yourself 3.3 *(d)* Consider and record what you might do differently next time

Unit A Knowing myself

About Unit A

What we feel, think and do, in the situations in which we find ourselves, makes us who we are. Recognising what we have been through can help us to understand the person we have become. This understanding allows us to build on things that we like about ourselves and change the things that we don't.

Being able to tell our own unique story can help us to:

- ▷ Recognise how we got to where we are today.
- ▷ Value ourselves.
- ▷ Decide where we want to go next.

What you need to learn for Unit A

You need to learn about yourself including:

- ☐ How to identify who you can trust to tell your story to.
- ☐ How to reflect on the events and people that have been significant in your life.
- ☐ How to value yourself.
- ☐ How to identify the things you like about yourself and the things you'd like to change.
- ☐ Which things about yourself you could realistically change.

What can help you learn this?

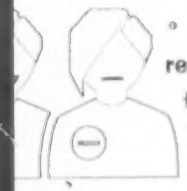
- ○ Taking time to think about yourself.
- ○ Knowing that your past affects you in the present. Sharing experiences from your past with a good listener who wants to hear about them can make the past easier to understand.
- ○ **Reflecting on your experience** – this means thinking about something you have done or seen and then saying out loud, in detail:
  - ▷ What happened and how it felt, before, during and after the event.
  - ▷ What you made of those events and feelings.

BE CREATIVE

- Find **photos** of situations and places you have been in.
- Draw **pictures** of the past or of yourself and your strengths.
- Make a **map** of your life so far.
- Make a **family tree**.
- If your life were a **movie**, what sort of film would it be? Tell your mentor about it.
- Plan in **pictures** or **cartoons**.
- Write a **poem** or compose a **rap**.

Some people draw their most meaningful pictures with the hand they don't write with.

What do you know about positive thinking?



- Every time we think something positive about ourselves, it reinforces our positive image of ourselves; and every time we think something bad about ourselves, a negative sense of ourselves is reinforced, too.
- Every time we tell ourselves not to think about something, we are doing just that – thinking about it.

Don't think about blue dogs running across a pink zebra crossing

. . . so what did you just picture in your mind?! When we feel glad our brain releases chemicals which have a positive effect on our bodies, our brain and our emotions – so the better we feel about ourselves, the more we are likely to feel even better.

"Those who do not have power of the story that dominates their lives – power to retell it, rethink it, deconstruct it, joke about it and change it as times change – truly are powerless because they cannot think new thoughts."

SALMAN RUSHDIE

How do you know somebody is trustworthy?

If you are going to trust somebody with information about you – will it be because:

- ☐ They never say anything?
- ☐ They let you know if they have to tell someone they trust about some of the things you might talk about (such as abuse or a crime), so you can decide whether or not to speak?
- ☐ They're a mate?
- ☐ They promise you they won't tell anybody anything?

Who's who?

Who's made a difference to you?

- ○ Family members such as . . . ?
- ○ Friends: who and how . . . ?
- ○ Strangers: when and where . . . ?
- ○ Officials: their role . . . ?
- ○ Famous people such as . . . ?

What difference did they make to your life?

How do you think about this now?

What do you know about planning?

SMART plans are:

S pecific about changes you want to make.

M easurable – you know what success looks like and can tell when you have achieved it.

A chievable – possible (and legal!) – it may be your plan is big and needs breaking down to smaller steps.

R elevant – you need to have the relevant resources.

T ime-scaled – you have a date for completing it.

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Unit B: Coping with feelings

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. **Understand feelings in different situations and how they can influence thinking and behaviour**	**1.1** Identify and record three different situations in which you feel *(a)* okay about yourself *(b)* not okay about yourself **1.2** Describe one or more situations when your feelings affected your thoughts and behaviour **1.3** Using what you found out in 1.2 identify and record *(a)* ways in which you could manage your feelings better; *(b)* try these out *(c)* reflect on how this felt and *(d)* identify and record what you might do next time
2. **Understand how to express feelings appropriately in different situations and how feelings link to actions**	**2.1** Identify and record a situation when you *(a)* handled your feelings well and *(b)* handled your feelings badly **2.2** Think about and record a coming event or situation, anticipate and record what difficulties may arise **2.3** Identify and record action that you can take to manage this difficulty/difficulties **2.4** Do what you planned and record it **2.5** Identify and record what you might do differently next time
3. **Recognise feelings generated by prejudice and discrimination**	**3.1** Identify and record two situations in which you have experienced or observed different forms of discrimination and describe *(a)* your feelings/their feelings *(b)* how you behaved/how they behaved and *(c)* how you could have responded to the situation differently
4. **Understand and respond to the feelings of others**	**4.1** Identify and record two situations where someone else showed strong feelings about something you did or said **4.2** For each situation state *(a)* who was involved and what happened *(b)* describe and record your reactions and the feelings that gave rise to these reactions *(c)* state what happened next and how you and they felt *(d)* consider and record how you might handle things differently in the future

Unit B Coping with feelings

Notes for learners

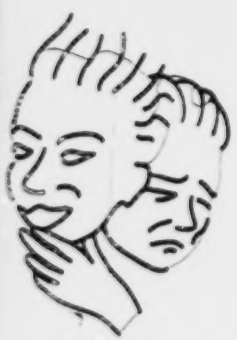
About Unit B

When we act on our feelings – without thinking about what is going on – we may not feel good about ourselves or get what we want. We can change this if we know what we are really feeling, then think, then act. It is the thinking that is particularly helpful in dealing with situations.

What you need to learn for Unit B

About **feelings**, including **anger**, **fear**, **sadness** and **joy**:

- > What they are.
- > How you sometimes cover one up with another.
- > How they affect your thinking and behaviour.



- > How to express them appropriately, in different situations.
- > How they can cause – or be based on – prejudice and discrimination.
- > How they can be managed.
- > What makes you feel really good about yourself.
- > How to respond to the feelings of others.

What's the evidence?

Descriptions can be **told** and **taped**.

- ☐ Cartoon stories that you have drawn.
- ☐ Shown though photographs collected from newspapers and magazines.
- ☐ Written as stories, TV scripts, newspaper cuttings.
- ☐ Dictated to your mentor.
- ☐ Re-enacted (and maybe videotaped) live or with models or stick figures.
- ☐ Explained via a TV character who you reckon is like you, acts the way you want to behave or says the things you want to.

Emotions/feelings – there are four basic emotions:

Joy.

Sadness.

Anger.

Fear.

Sometimes we have other feelings which may be a cover or disguise for these basic emotions. For example, sometimes when a person says they feel guilty, this may be covering up a more basic emotion such as anger. It is important to be clear about what the real feeling is.

Sometimes we bury our feelings and say we don't feel anything or feel numb – when we don't want to think about them.

Communication – a mixture of the words we say, the way we stand (or sit), the gestures and facial expressions we make, our tone of voice (including tuts, grunts, pauses, ups and downs and rhythm). Only a small part of what we want our listener to hear actually comes through the words. What we really feel often comes across much more strongly than what we say.

Actions speak louder than words, as they say. However we may 'dump' our feelings from one situation into a completely different one – for example you might:

- ○ Feel angry with your dad but keep quiet and kick the dog.
- ○ Bury particular feelings and then find that they pop up unexpectedly and overwhelm us – they can even turn into physical illness.

How do you operate?

- > Think about a very recent situation you've been in. Which came first – **feelings**, **thoughts**, or **actions**? Did you skip any of these?
- > Do you have different patterns of responding in different situations?
- > Do you have habitual patterns?
- > Do you always get what you want out of situations?

Sometimes we act directly on our feelings – without thinking what might be best for us, or best for the situation we find ourselves in. To counter this, we can:

- ☐ Count to ten.
- ☐ Take time out.
- ☐ Distract everyone ('look at that over there!').
- ☐ Walk away.
- ☐ Say 'hang on a minute – let's think about. . .'.

Can you think of any more ways to remind you to stop and think?

Unit C: Holding beliefs

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Put forward your opinion, appreciating others and recognising their influence	**1.1** Identify and record two things you believe are wrong and two you believe are right **1.2** For each put forward a supporting argument **1.3** Listen to and think about an opposing view and record how this has influenced your thinking **1.4** Consider from the other point of view whether they were entitled to hold this view
2. Know what beliefs and values are and how they affect attitudes and behaviour	**2.1** Describe two different things other people feel are right and wrong **2.2** Provide evidence of how you have acquired your beliefs **2.3** Identify and record how other people acquire their beliefs **2.4** Identify and record how a person's views influence their behaviour

Unit C Holding beliefs

Notes for learners

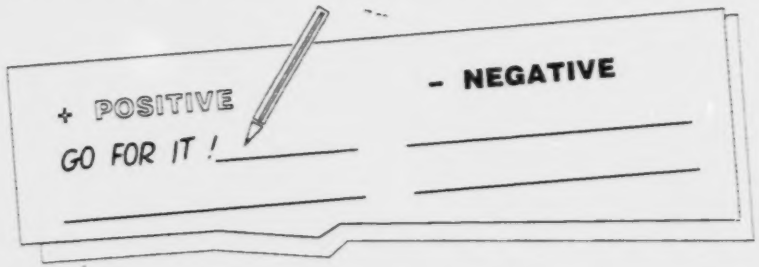
About Unit C

All of us have **beliefs** – ideas that we think are truths, even if there is nothing to prove them so. We can have strong **feelings** about what we believe. These give weight to our decisions about what is right and what is wrong.

Often, when we believe something, we stop questioning. It is important that we all accept that others' beliefs may be different from our own and that we learn to tolerate differences and uncertainties.

What's the evidence?

Make two lists of well-known slogans, phrases or sound bites. In the first, list all those that you strongly agree with or say that something POSITIVE to you. In the second, list all those that you strongly disagree with or that say something **NEGATIVE** to you.



What you need to learn for Unit C

About beliefs, including:

- ▷ What beliefs are and how they develop.
- ▷ How they affect our feelings and behaviour.
- ▷ How thinking can affect beliefs.
- ▷ What has influenced what you now believe.
- ▷ How you view what is right and wrong and how to argue your case.
- ▷ The importance of tolerating the views of others and what happens if there is intolerance.

Do you know?

- ☐ We usually choose, as friends, people who share our important beliefs.
- ☐ We often find people difficult because of a clash of beliefs. We don't often get round to talking through these differences.
- ☐ Beliefs are expressions of the values we hold precious.
- ☐ Beliefs underpin prejudices (see Unit B).
- ☐ A person is not simply their beliefs.
- ☐ Reality is more than what you may believe it to be. Check out what is actually happening, find out what other people think and believe and try and get the full picture.

A00

How strongly do you believe?

- ○ What would you die for (if anything)?
- ○ What would you get in a fight about?
- ○ What do you get into heated arguments over?
- ○ What would you walk away from because you didn't like the values expressed?

Do you show your beliefs?

Some people wear badges that show what they believe in. Most of us give some signals about what we believe in through:

- ☐ Our clothes.
- ☐ Our hair.
- ☐ The language we use.
- ☐ Many other signals.

Think about three very different people you know – what do they each hold dear as beliefs? How do you know?

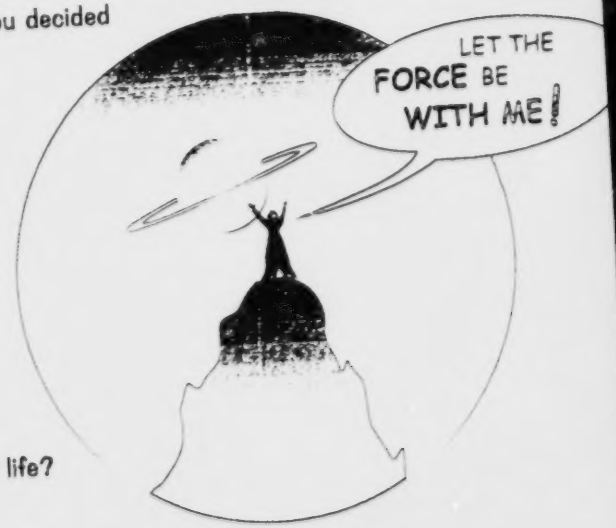
What do *you* signal? – ask your mentor what she or he imagined your true beliefs were when they first met you – and why they thought that.

With your mentor, look at some action pictures in a newspaper or magazine. What do you believe is happening in the situation? Is there anything about the way the picture is taken that leads you to this point of view?

Where do your beliefs come from?

Either directly, or because you decided the opposite of:

- ▷ Family?
- ▷ Friends?
- ▷ Individuals you admire?
- ▷ Teachers?
- ▷ Your religion?
- ▷ Your culture?
- ▷ TV/films – specify?
- ▷ Your own experience of life?
- ▷ Or . . . ?



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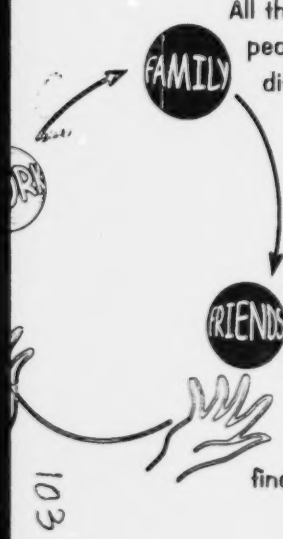
Unit D: Handling relationships

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Recognise and practise skills needed to make and keep different types of relationships	**1.1** Give examples of and record positive relationships you have enjoyed or observed in others (for example, in the family, at work or socially) and state the reasons why **1.2** In each of the situations below give an example of when and how you have demonstrated the following skills *(a)* active listening *(b)* negotiating *(c)* explaining *(d)* starting and keeping a conversation going **1.3** Identify and record how you felt when others have not demonstrated these skills in your relationship
2. Understand and test out different approaches to managing difficult relationships	**2.1** *(a)* identify and record any difficult relationships you are experiencing *(b)* for each difficult relationship you have identified select and try out different approaches to deal with them *(c)* review and record how effective these approaches have been *(d)* identify and record what you might change
3. Recognise the proper and improper uses of power and control	**3.1** Identify a situation/relationship where someone *(a)* exerts power over you *(b)* exerts control over you *(c)* for each identify and record how these situations make you feel *(d)* decide what you might want to do to change and improve the relationship *(e)* try the change out and record what happened
4. Recognise the difference between assertive, aggressive and passive behaviour	**4.1** Record your understanding of what is meant by assertive, aggressive and passive behaviour **4.2** *(a)* describe two different situations where you might be assertive instead of aggressive or passive *(b)* plan how you might behave more assertively in these two situations and try it out *(c)* consider and record the impact of this assertive behaviour and how you felt about it
5. Test out different approaches to giving and receiving feedback	**5.1** Record an incident when you received *(a)* positive and *(b)* negative feedback **5.2** For each consider and record how this affected your feelings, thoughts and behaviour **5.3** Give an example of how to give *(a)* positive and *(b)* negative feedback **5.4** Give an example of how to receive *(a)* positive and *(b)* negative feedback

Unit D Handling relationships

Notes for learners

About Unit D



All through our lives we have to get on with people. Some people we will tune into easily and some we will find difficult.

We can choose our friends, but we have many relationships where we can't choose the people involved – for example at work, or in our families. What we **can** do is choose how we get on with these people.

It is important that we are able to recognise and use the skills that we need to make and keep different types of relationships, including those with people we find difficult.

What's the evidence?

Best of all is evidence from a real situation – you might use a recording (audio or video tape) and/or a witness statement from an observer. Whichever you choose, it helps to say exactly what this is evidence of, when it took place and why you think it demonstrates your learning.

If a real situation isn't possible then tape, video or get a written observation of:

- A role play or simulation.
- An interview with you about real experiences.
- A group discussion showing how real events went.

What you need to learn for Unit D

- ☐ Differences and similarities between various types of relationships including: family, work and social relationships.
- ☐ How power and authority affect the way people get on with each other.
- ☐ Different ways of handling difficult relationships including assertiveness, the use of 'body language' (gestures, facial expressions, eye contact) and tone of voice.
- ☐ Attitudes and skills needed to form and keep relationships including:
  - Active listening.
  - Negotiating.
  - Giving feedback in a way that helps rather than offends or hurts.
  - Starting a conversation and keeping it going.

. . . the differences between:

***assertiveness*:**	uses 'I' statements
passivity:	gives little or no response
***aggression*:**	overpowering
***passive aggression*:**	sabotage

. . . how these are expressed through **tone of voice** and **body language** and how they might escalate a situation that's getting out of hand?

How do you know when someone is really listening to you?

Which of these do they do?

- ○ Nod a lot.
- ○ Look away.
- ○ Fidget.
- ○ Interrupt.
- ○ Make grunting noises.
- ○ Tell you their experiences.
- ○ Echo you ('so you felt').
- ○ Wink.
- ○ Check for clarification with you.
- ○ Sum up ('so, what happened was').
- ○ Ask lots of questions.
- ○ Ask questions that need a 'yes' or 'no'.
- ○ Get distracted by others.
- ○ Do something else at the same time.

Check out . . .

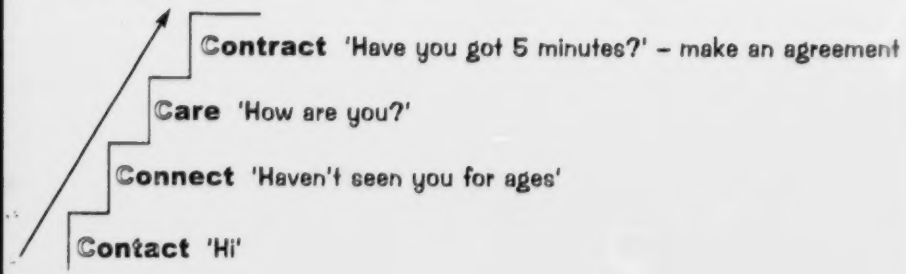
- ▷ How we get our message across through **body language** and **tone of voice.**
- ▷ The difference between:

  Power over (someone or something).

  Power to (do something).

How to start a conversation

To increase your chances of keeping the conversation going, use these four steps:



These four steps need to happen with both people involved.

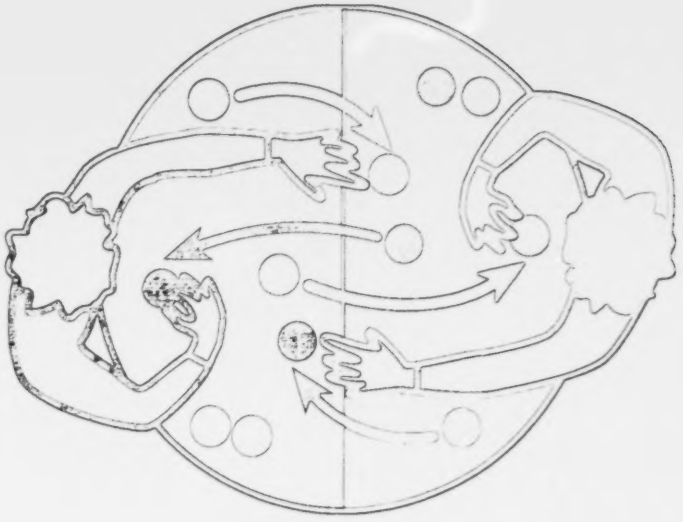
The first 4 minutes shape how the conversation will go. So that's how long you've got for these 4 steps!

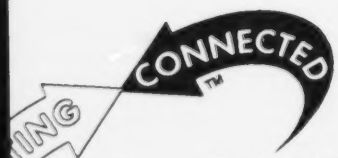
105

Negotiation . . .

. . . is a skill that, in business situations, can earn people huge sums of money. It is very different from a take-over move (*aggression*), being a push-over and giving in (passivity) or tripping up the others involved (*passive aggression*).

The purpose of negotiation is to make sure that everybody involved gets something out of the situation. It means giving as well as taking. Everybody needs to recognise that what has been agreed is the best option in this particular situation.





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Unit E: Getting and giving support

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Find out about local support available for different needs that you might have	**1.1** List individuals, groups and local agencies that offer advice and support **1.2** Identify any needs you might have in which you want support **1.3** Match individuals, groups and local agencies with your support needs **1.4** Explain how you would establish if the support meets your needs
2. Identify how to get support for yourself	**2.1** Record how you either obtained support from an individual, group or local agency. Consider what it meant to you and how it affected you **2.2** Consider and record what you would do differently in the future **2.3** Clearly state how and when or give an example when you have been effectively supported by *(a)* another person *(b)* a group **2.4** For each of **2.3***(a)* and *(b)* consider and record how you felt about this and what you found helpful
3. Identify how to give support to others	**3.1** Identify and record a situation where you might give support to a group of people or an individual **3.2** *(a)* plan how to give the support and then do it *(b)* describe what happened and identify the benefits of what/might you have done for both parties **3.3** Identify a situation where you have found/might find it difficult to give support and *(a)* explain why *(b)* consider what you would do if you were in a similar situation again

Unit E Getting & giving support

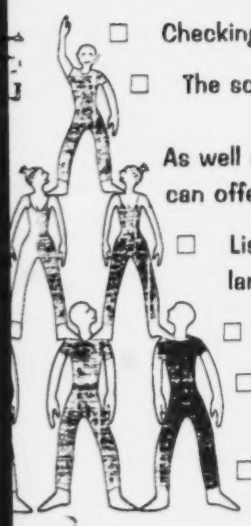
Notes for learners

About Unit E

Whatever we do in life there are times when we need to ask for and accept support from others. To do this we need to know what support is available and where to get it. We also need to know how to check if the support is OK.

In this unit you will learn about:

- ☐ People and places that give support and how to make use of it.
- ☐ Checking out the support that is offered.
- ☐ The scope for support given by groups as well as individuals.



As well as getting support for ourselves, it is important that we can offer support to others, including:

- ☐ Listening to what they say, using appropriate body language and words.
- ☐ Understanding our own limitations.
- ☐ Knowing the places where support can be found or others who may be able to help.
- ☐ Giving practical help.

What's the evidence?

A map of your local area – with markers on it – can show some sources of support from professional agencies and people.

A picture of yourself, surrounded by pictures of supportive people you know, can show your personal support system. Put someone's picture near you if it is a close relationship – further away if more distant. Write, on each picture, the type of support this person gives you.

What you need to learn for Unit E

- ○ The different types of support available and where they can be found, including support from individuals, groups, and agencies.
- ○ The things to look for when deciding what support can be accepted.
- ○ How you can be effective in giving support, including:
  - ▷ Recognising how much you can do yourself and when to involve others.
  - ▷ Listening skills.
  - ▷ Giving useful feedback.

Check out . . .

- ▷ Local advice-giving agencies.
- ▷ Telephone help-lines.
- ▷ Using the internet.
- ▷ Check your listening skills – do the test in Unit D (page 100), after having listened to someone!

If a friend says to you

'I had a terrible time today . . .'

Do you:

- ☐ Ask them to tell you more.
- ☐ Say that you'd like to hear about it but you've only got 5 minutes now.
- ☐ Say 'Oh, not again!'.
- ☐ Ask how you can help.
- ☐ Say 'what do you mean?'.
- ☐ Say 'Shut up'.
- ☐ Say 'Let me guess – you . . .'.
- ☐ Walk off.
- ☐ Carry on doing whatever you were doing.
- ☐ Or . . . ?

When someone asks you for help . . .

1. Check with them exactly what they want from you – otherwise you might bite off more than you can chew.
2. Check with yourself – are you able to do this? Otherwise you'll create more problems than you solve.
3. Do you want to do it – if you don't really want to help, you are likely to trip yourself up – or the person who wants your help?
4. Check out who else can help:
   - ▷ As well as you.
   - ▷ Instead of you.

'A problem shared is a problem halved.'

Be clear about what was agreed otherwise confusion may arise.

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Unit F: Exploring risks

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Investigate different situations that may pose risks to you and others	**1.1** Recall and record examples of risks you have taken at different times in your life **1.2** Identify and record current situations that might be risky to your physical safety **1.3** For each situation in 1.2 *(a)* identify and record what you could do about it *(b)* take appropriate action *(c)* consider and record what happened
2. Know how to practise safe sex	**2.1** Identify and record some of the risks in sexual activity **2.2** Describe what you can do to keep healthy **2.3** Identify and record what *(a)* resources and *(b)* support is available to you locally
3. Recognise the risks of drug use and how these can be reduced	**3.1** List three types of *(a)* illegal and *(b)* legal drugs **3.2** For each type of drug describe *(a)* why people use them and *(b)* the effects **3.3** Identify and record resources available locally to help users **3.4** Describe the kind of advice you would give somebody who was using drugs harmfully and how they might change their behaviour
4. Recognise own response to risk taking	**4.1** Identify and record risky situations which you may be in *(a)* now and *(b)* in the future **4.2** State what, if anything, the law says about these situations **4.3** *(a)* choose one situation and plan your options to deal with the situation stating what is likely to happen *(b)* consider and record what happened and what you might change in the future **4.4** Describe what you like about taking risks and how else you could get these feelings

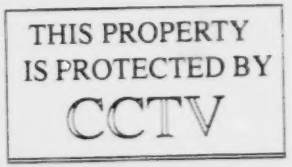
Unit F Exploring risks

Notes for learners

About Unit F

It is important that we all feel safe in our community. Part of this is about keeping ourselves safe, and part is about being aware that there are things we can do, to help others to be safe. Being safe involves:

- Personal safety.
- Sexual matters.
- Drugs.



Everyone has choices and we need to know about consequences that might follow from things we do.

What's the evidence?

How about some '**imaginary**' evidence – from '**What if . . . ?**' situations.

Imagining a risky situation and the various possible outcomes will sharpen up your prediction skills and your reflex response, next time you are in a risky situation.

You can do this by creating:

- Cartoon strip stories.
- Making video dramas.
- Story telling.
- Making a tape of a discussion.

What you need to learn for Unit F

How to keep safe, including:

- ☐ Situations that may pose risks to your physical safety.
- ☐ How to know that you might be in danger.
- ☐ What you can do that will reduce risks.
- ☐ What the law says.

About sexual practices, including:

- ☐ What is risky.
- ☐ How to practise safe sex.
- ☐ What the law says about sexual matters.

About types of drugs:

- ☐ The effects of these on the body.
- ☐ Different reactions that people might have.
- ☐ What the law says about the supply and use of drugs.

The different attitudes that people have to taking risks, including your own

Danger!

Map all the different sorts of dangers in your local area.

Help!

Which of these do you ever do?

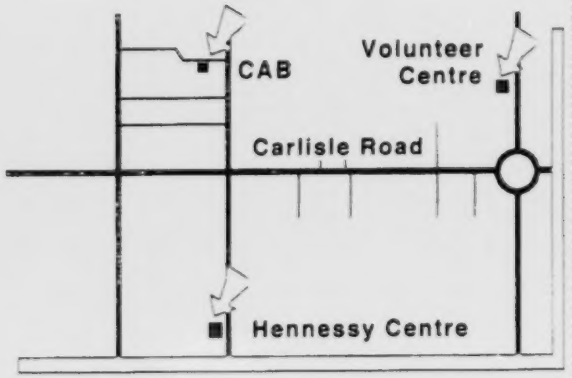
- ☐ Martial arts.
- ☐ Ask someone to go with you rather than go alone.
- ☐ Drink a lot of water each day.
- ☐ Use condoms.
- ☐ Phone a telephone help-line.
- ☐ Support someone visiting a doctor/health agency.
- ☐ Give blood.
- ☐ Take vitamin pills.
- ☐ Say 'no' if someone asks you to do something you don't want to do.
- ☐ Ask for what you like sexually.
- ☐ Carry a mobile phone.
- ☐ Dial 999 in an emergency.

When somebody asks you for help. . .

- How many drugs and other substances can you name?
- What do you know about the effect each has on your capacity to think?
- What do you know about the effects of each on your feelings?
- What else do you know about each?
- Where's your information from?

Map

What community support agencies are in your area? What does each offer in response to possible risks and dangers?



Visit local agencies . . .

. . . and collect info on:

- Sexual health.
- Drugs.
- Opportunities for more organised and supervised risk-taking activities, such as rock-climbing, sailing and so on.

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Unit G: Managing myself

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Choose resources needed to achieve personal goals	**1.1** Identify realistic personal goals **1.2** For each goal identify the resources needed to achieve them *(a)* short term and *(b)* long term **1.3** Devise a plan with steps to achieve a particular goal and record its development over a time scale agreed with your mentors
2. Plan and review how you have managed your time, budget and lifestyle over an agreed length of time	**2.1** Consider and record how you have recently managed your time, budget and lifestyle **2.2** Identify changes you might like/want to make **2.3** Write a plan to *(a)* manage your time *(b)* manage your budget *(c)* manage your lifestyle **2.4** Describe and record the operation of each plan. Consider and record how each plan went **2.5** Identify other people who affected your achievements and how this made you feel
3. Show you know the importance of a balanced diet and exercise for healthy living	**3.1** Describe your existing diet/exercise pattern **3.2** Consider and record how this existing pattern affects your health/lifestyle **3.3** Use these considerations to produce and carry out a programme for healthy living for an agreed period of time **3.4** Review the operation of your plan and how this made you feel **3.5** Consider and record what you might change next time

Unit G Managing myself

Notes for learners

About Unit G

To get on in our lives, it is important that we are able to manage ourselves. Part of this is being able to look ahead and make plans to do with:

- Our time
- Our money
- Our accommodation
- Our health

It is also important to know what things will help us to achieve what we set out to do.

What's the evidence?

Keeping a diary or record is the obvious suggestion – experiment until you find a system that works for you. Use your chosen method to record:

- What you spend and when.
- What you eat.
- How you use your time.

(See Unit A for **SMART** action planning.)

What you need to learn for Unit G

- How to set personal goals in a way that suits you, finding out about who will be able to help and other resources you might need.
- How to plan and manage:

time

– To help you achieve your goals – including the importance of meeting deadlines.

money

– Including balancing what you get in with what you pay out, and where to get help if you need it.

accommodation

– Including how to look after it and what might be done to improve it.

health

– Including what makes a balanced diet and the importance of exercise to healthy living.

Dealing with money gives us the chance to do some useful maths (which can be used to underpin Key Skills): adding, subtracting, multiplying, dividing, estimating, balancing, calculating percentages.

+ − = %

Where do you live?

- ☐ Whose responsibility is it to make repairs?
- ☐ How could you improve your living space if you had:
  £500? £50? £5?
- ☐ Is there a local scrapstore? Or a LETS (Local Exchange and Trading Scheme) where you can swap skills and property rather than using money?
- ☐ Who could help you make the changes you want?

Time - what do you do with it?

Do you have:

- ○ Too much time?
- ○ Not enough time?

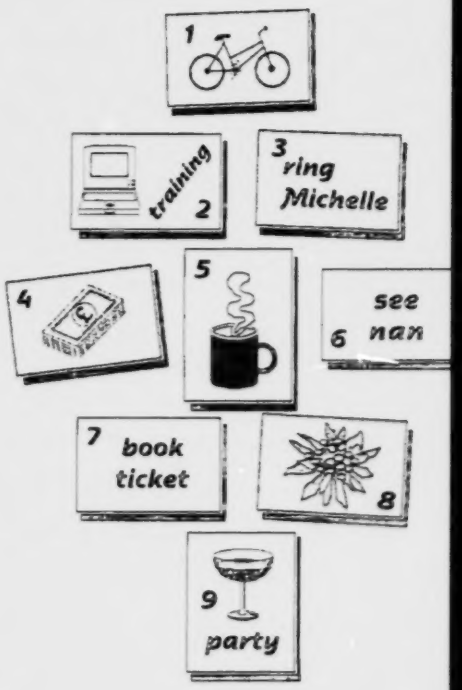
Imagine – what would you do if you had morelless?

What's your priority?

A useful way to decide between alternatives is to get a pack of post-its, and write or draw on each one something that you want to do (or eat, or buy).

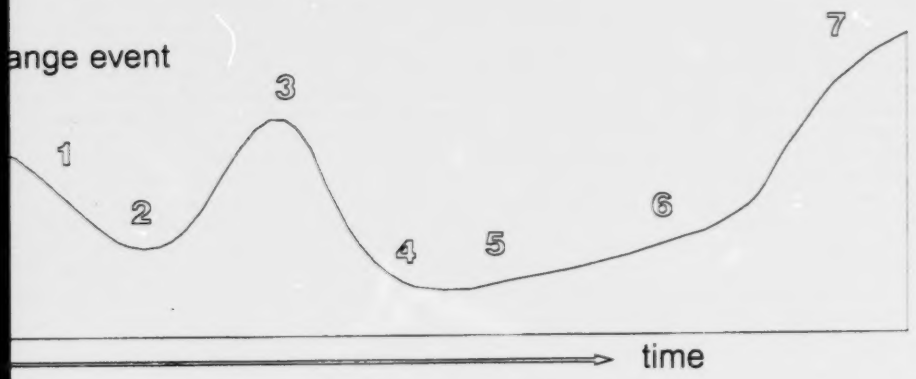
Then stick the post-its on a table in this pattern where number 1 is your top priority, and so on . . .

and put the rest aside!



All change

When there are changes in our lives (for better or worse) there is often a pattern of response which looks like this:



The diagram shows a rise and fall in competence or efficiency over a period of time – which may be a long time or just a few minutes!

1 Amazement, shock, numbness.

2 Oooohereoh – a shiver of uncertainty.

3 Carrying on as I was before – ignoring the change, giving the appearance of being OK.

4 Getting frustrated when I realise the difference the change makes on lots of other areas of life.

5 Beginning to accept that, given this change, I am a slightly different person.

6 Being aware of my increasing competence as the change increasingly becomes part of my life.

7 Taking the change for granted and moving on.

- ▷ Think about a time in your life when you experienced a change – maybe positive; maybe not.
- ▷ Maybe you made the change happen; maybe someone else caused it.
- ▷ Can you remember the different stages you went through?
- ▷ Did you find yourself stuck at any particular stage?
- ▷ Who or what helped you at any stage?

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Unit H: Using information

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Find out the best ways to get information	**1.1** State three reasons why you might want to obtain information **1.2** For each reason obtain and record *(a)* information from a spoken source *(b)* information from a written source **1.3** In each case in **1.2** review and record the usefulness of the information **1.4** Consider the sources of information you chose and state whether you would choose differently next time
2. Find out about the best way to give information	**2.1** Provide information about *(a)* yourself and *(b)* a project in which you have been involved For *(a)* and *(b)* **2.2** Identify appropriate media to communicate/transmit the information **2.3** Observe and record how well it is received **2.4** Consider what you have done and note what you would want to do the next time you present the information

Unit H Using information

Notes for learners

About Unit H

Being able to **handle** information is an important skill – it helps us to get more control over our lives.

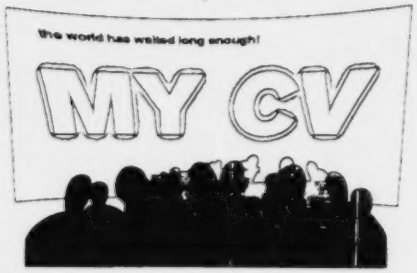
It's important to know where to go to **get** different types of information and be able to decide which will be useful.

When **giving** information it is important to get our message across clearly and effectively to get what we want from the situation.

What's the evidence?

This is an opportunity to experiment with presenting yourself in many different ways.

- ▷ Design a card that reflects your personality.
- ▷ Create an answer-machine/voice-mail message for yourself.
- ▷ If you had a personal website, what would it be like?
- ▷ Create a CV that will stand out from other CVs.



What you need to learn for Unit H

The different types of information, including:

- ☐ Things you **see**, for example, around you, on TV.
- ☐ Things you **hear**, for example, things others might say, perhaps on the phone or radio.
- ☐ Things you **read**, for example, in newspapers, magazines or on the internet.
- ☐ How to come across in the best way to get the information you need.
- ☐ How to decide what information you can trust and how to pick out the most useful bits.

The different ways of giving written and spoken information, including:

- ○ How to get your message across clearly.
- ○ How to come across in the way you want.

Check it out:

The pages in this guide are examples of information and how it can be presented.

Consider:

- ○ How easily you have been able to find your way around the different chapters?
- ○ How easy or difficult it is to find different pieces of information?
- ○ Whether the paper arouses interest and curiosity (e.g. are you bored or excited by the graphics, do the words or colours make a difference?).
- ○ How you would improve these pages?

Together with your mentor, you could write and tell
Getting Connected
NIACE/NYA Young Adult Learners Partnership
17–23 Albion Street
LEICESTER LE1 6GD

Different information types

This is the first and most important step – have you ever spent hours surfing the net because you weren't clear what you were looking for?

Information can be:

- ☐ General or personal.
- ☐ Given or received.

You need to decide:

- ☐ What is wanted.
- ☐ How to give/get it.

Record yourself

Use your mentor to practise upon – and tape or video yourself:

- ○ Giving information about something that is important to you.
- ○ Talking about yourself.

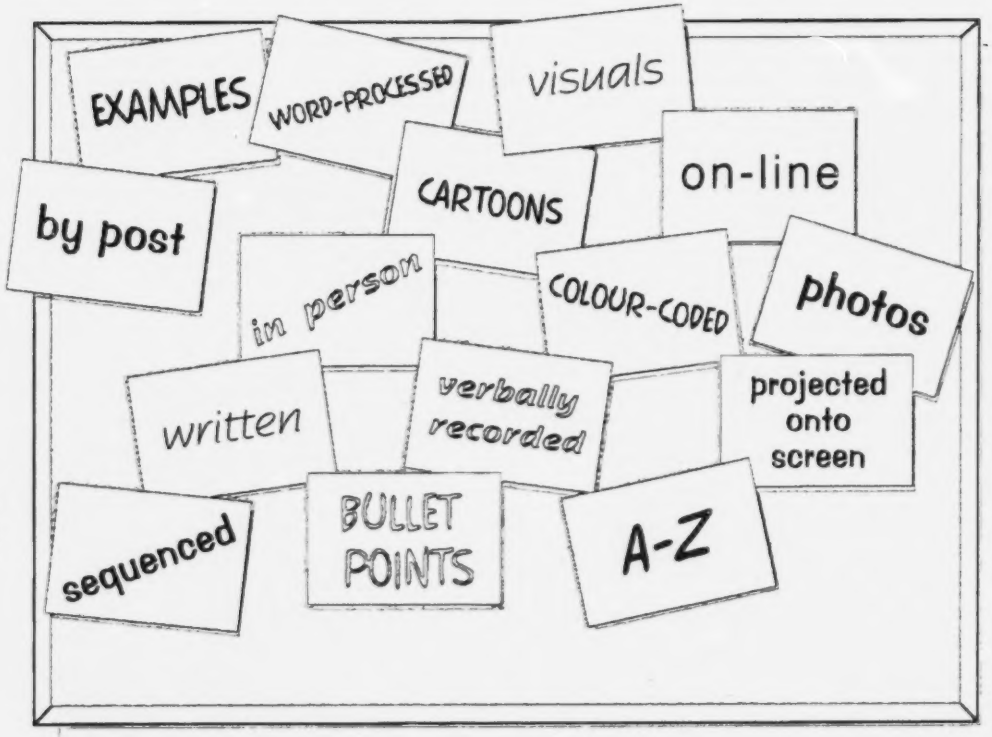
Replay your recordings together and decide if anything could change to improve your impact.

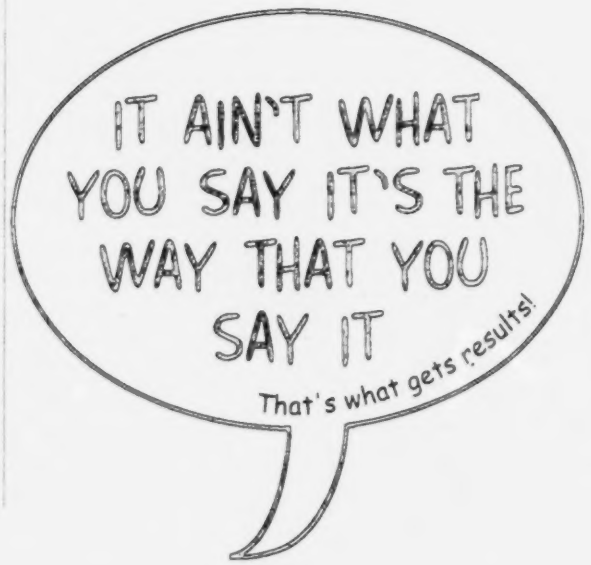
In what situations have you given information?

The medium is the message

Work out what would be best for the situation. . .

(add more ways of presenting information)





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Unit I: Rights and responsibilities

Learning Outcomes	To achieve this Unit the learners need to show they can:
1. Understand rights and responsibilities	**1.1** Identify examples of your rights and responsibilities **1.2** Give an example of how you have balanced rights and responsibilities
2. Understand how your attitudes towards rights and responsibilities affect you and others	**2.1** Identify examples of choices you make in everyday life which: *(a)* affect only your rights *(b)* may affect other people's rights **2.2** List the advantages and disadvantages you identified of each of these choices **2.3** Identify an actual choice you made which has affected yours or someone else's rights **2.4** Consider and record the possible consequences of the choice **2.5** Identify what you might choose to do differently next time
3. Appreciate and act on rights and responsibilities	**3.1** Give an example of a right and a responsibility to do with *(a)* yourself *(b)* a parent *(c)* a partner *(d)* an employee **3.2** For each right and responsibility you have given identify the difficulties you might have in exercising them (if you were in each role) **3.3** Select one of the difficulties and describe how you might tackle it *(a)* consider how you felt about this *(b)* record what actually happened *(c)* consider what you might choose to do differently next time

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Unit I Rights and responsibilities

Everyone has certain legal rights and responsibilities. As we get older, these increase and usually involve more responsibility.

It's important to know our rights and what will happen if we meet or ignore our responsibilities.

What's the evidence?

Flow charts, pictures, words and diagrams can all be used to show how consequences link to possible choices.

Remember that in almost all situations more than one choice is possible – indeed in most situations it's possible to come up with at least five options. Try it.

See Unit H about lists.
See Unit C on beliefs.

What you need to learn for Unit I

About your legal and moral rights and responsibilities, including:

- The difference between **legal** and **moral** rights and responsibilities.
- The rights you have now and how these might change in the future.
- Responsibilities that you have now and how these may change, as you get older or your situation changes.
- The effect of your attitudes to your rights and responsibilities.

. . . at what age you can legally:

- ☐ Drink beer at home?
- ☐ Be a mother?
- ☐ Surf the net?
- ☐ Get a credit card?
- ☐ Leave home?
- ☐ Get a passport?
- ☐ Change your sex?
- ☐ Get free medicines?
- ☐ Buy a car?
- ☐ Get a pay-as-you-go mobile phone?
- ☐ Go on the council housing waiting list?
- ☐ Be imprisoned?
- ☐ Go to college?

What responsibilities go with each of the above?

What makes someone an adult?

- **Legally?**
- **Morally?**
- **Psychologically?**

List or talk about:

- All the choices you made for yourself in the past 24 hours.
- Times when you didn't choose for yourself in the past 24 hours – why?
- How you feel when you know – or are told – you **must** do something. What happens? Give an example.
- How you feel and what you do when you are told – or you believe – you **ought** to do something. Give an example.
- What you feel and do when you see somebody doing something you believe they shouldn't. Give an example.
- How you feel and what you do when you **want** to do something and you know it might hurt someone else. Give an example.
- What you think life would be like if each person did what they wanted at all times.

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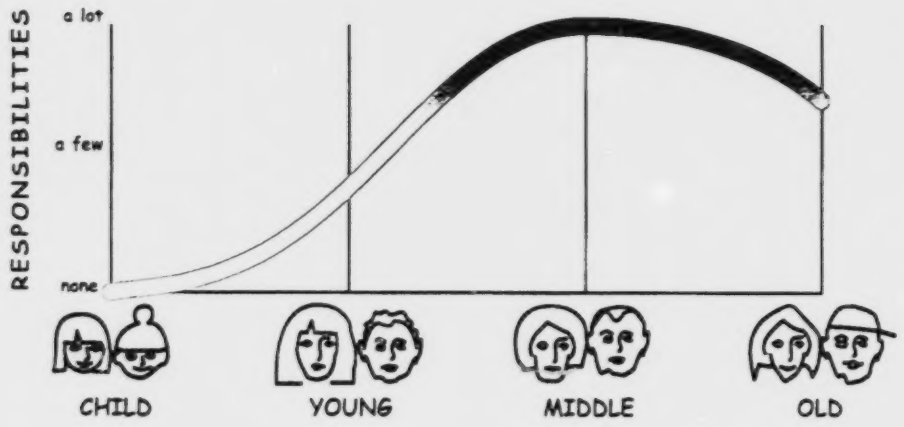
RESPONSIBILITIES GRAPH



Implementing *Getting Connected* – what you need to know

Mentoring

Mentoring is the key relationship in ***Getting Connected***. It encompasses a variety of roles, including **diagnosing** 'where a young person is at' and where s/he wants to go (which is covered in the **Assessment** section), **managing the learning process** that will take her/him from A to B (see the **Learning** section) and assessing whether or not s/he has arrived there (again, a topic for the **Assessment** section).

This section concentrates on the **mentoring relationship**, including the skills and resources you'll need and the issues you might need to manage. It introduces you to:

- ☐ **What is mentoring?**
- ☐ **Why is mentoring important?**
- ☐ **What skills, attitudes and qualities does a mentor need?**
- ☐ **Managing the mentoring process**
- ☐ **Issues for mentors of young adult learners**

This section is designed to help you reflect: throughout the text you will find questions marked with this icon: Pause at each one for a few minutes to think about yourself, as a mentor, to develop your self-awareness and practise your skills as a reflective practioner.

What is mentoring?

Mentoring arrangements vary enormously, depending on the context. They may be based on an informal arrangement:

- A teenager spending time with a neighbour who listens and provides a positive influence.
- The more experienced member of staff at the next desk providing a gentle steer for the new recruit.

Or it may be part of a more structured programme:

- The volunteer who is recruited, trained and supported to act as a 'role model' to a young person at risk of offending.
- A (non-line) manager assigned to guide a practitioner in their new role.

It may be a specific role:

- An external 'Coach-Mentor' meeting regularly to action plan with a Chief Executive.
- A Learning Mentor working with school students

Or it may be part of another job:

- A tutor supporting learners in self-directed research.
- A youth worker exploring choices and implications with a group of young mothers who are working on an information project.

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There may be known goals:

- Working towards planned learning outcomes for assessment.
- Problem-solving with a team during organisational change.

Or it may be a more open-ended journey:

- An unemployed young man spending time with someone from the same ethnic group who has achieved professional success.
- Career reviewing for someone seeking to improve their life/work balance.

The common strand in all of these scenarios is **learning**: the relationship is overtly focused on development – and the learner's real-life experiences form the primary material from which new awareness comes. Plans are made and reviewed, there is an emphasis on progression and growth. Crucially, there is learning for both parties: learners are not empty vessels and mentors are not gurus – they each bring their own perspective and navigate together to reach new discoveries.

Whether or not the relationship is voluntary (i.e. both parties choose to be involved), mentoring requires clear and careful **contracting** (see page 139) so that expectations are clear and a transparent relationship based on trust is established. The mentor provides structure and security, enabling the learner to explore their needs, recognise their strengths and celebrate their achievements.

Why is mentoring important?

Whatever your formal role with young adults – youth worker, personal adviser, key worker, guidance worker, careers advisor, YOT (Youth Offending Team) worker – your mentoring relationship with them is the key to successful learning using ***Getting Connected***.

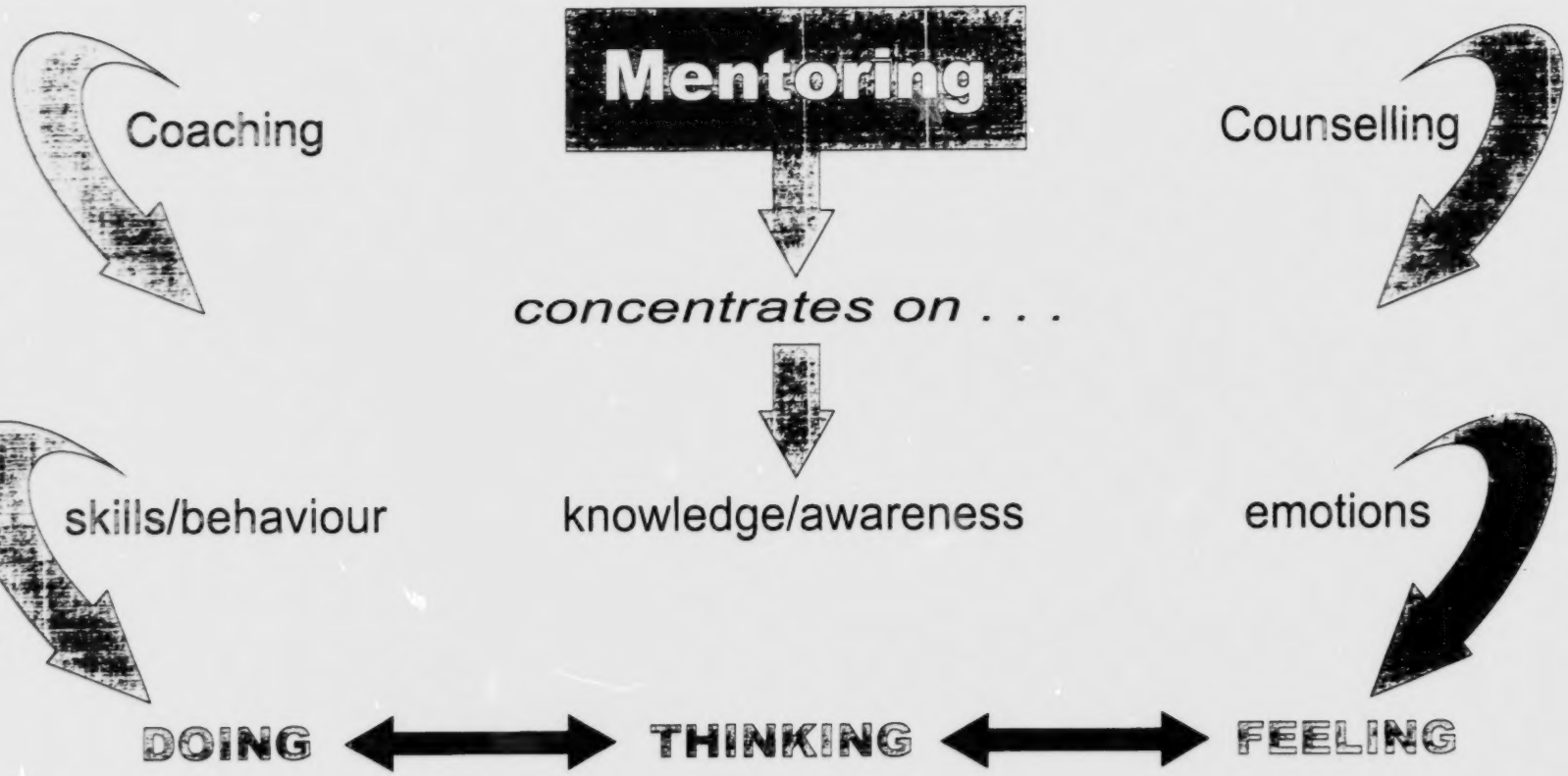
Getting Connected is designed to respond to the needs, aspirations and interests of young people – particularly those who have low self-esteem. Many of these people are likely to have had negative experiences and relationships within the formal education system and to have felt excluded from the mainstream. ***Getting Connected*** offers an opportunity to experience an inclusive relationship and to succeed in learning.

Mentoring provides an opportunity for the young person to form an attachment (see **Attachment**, page 137) to someone they perceive as adult and stronger. The mentor provides a role model and a consistent structure to the relationship, which can 'hold' the young person, generating a sense of safety and creating a space in which the young person can begin to 'play' with the possibilities of learning.

The young person may have had little experience of such attachment when growing up and this may be linked to the behaviour that has led to social exclusion. The mentoring relationship is a new opportunity to do things differently. The clarity of purpose and contracted boundaries of the negotiated relationship provide the conditions for a different way of relating – to people, to learning and to their own potential.

The mentor-learner relationship provides a good opportunity for attachment issues to be replayed and overcome, within the 'good enough' boundaries that s/he provides (see **Good enough** page 145, **Boundaries** page 138 and **Helping** page 146). In developing an understanding of the relationships between thinking, feelings and behaviour the mentor paves the way for the development of Emotional Intelligence (see page 155).

Three roles you might have with learners



The link between doing and feeling = **Emotional Intelligence**

What skills, attitudes and qualities does a mentor need?

The mentoring relationship requires a number of **skills** to be developed – principally those listed below:

- ○ Negotiating.
- ○ Providing structured support by naming and holding boundaries (see **Boundaries**, page 138).
- ○ Active listening (see page 132).
- ○ Challenging and reflecting back what you see happening, to encourage the young person to reflect on her/his experiences.
- ○ Clarifying learning goals (see page 184).
- ○ Identifying potential evidence (see **Assessment** section page 196).
- ○ Supporting the learner in asking questions and finding the answers (see page 187).
- ○ Providing and illuminating information and making referrals.
- ○ Acting as an intermediary or 'broker'.
- ○ Mediating and being an advocate for the young person with their families and/or outside agencies.

Importantly, many of these skills are underpinned by positive **attitudes** towards the young person, which include:

- ▷ Liking and respecting the learner.
- ▷ Keeping calm.
- ▷ Creating a good rapport.
- ▷ Giving regular (bounded) time.
- ▷ Saying clearly why you are a mentor.
- ▷ Being interested in the young adult's development.
- ▷ 'Hand-holding' (without clinging) from time to time, as appropriate.
- ▷ Being straightforward and direct.
- ▷ Regarding yourself as a continuous learner.
- ▷ Seeing yourself as a travelling companion on the young person's journey to independence.

These attitudes are not so easily learned, but have probably evolved through your life experiences. They are possibly underpinned by some **personal qualities** such as:

- ☐ Dependability.
- ☐ Honesty.
- ☐ Creativity.
- ☐ Humility.
- ☐ Open-mindedness.
- ☐ Directness.
- ☐ Integrity – that is, the capacity to be consistent about **all** the above.

To develop these skills, attitudes and personal qualities, a mentor needs to be willing to increase her/his self-awareness and to know how to find key sources of knowledge.

Managing the mentoring process

At any one time in your relationship with a young adult learner, you will need to be aware of the 'big picture' already outlined (from diagnosis, to matching needs and outcomes, to assessment) and your current place within it. In this section, though, we are contemplating the smaller picture of what happens in your sessions with a young person and how you can prepare for them, make the most of them and follow them up. Key considerations are outlined below.

Your purpose, at each session, is to:

- [E]ncourage.
- [E]mpower.
- [E]xcite.
- [E]nthuse.

Before your meetings . . .

Use your time effectively: find time to plan, to meet, to organise your own support and so on.

There are many activities that will need your time, in addition to the mentoring sessions, including time to:

- ☐ Meet with a mentor for yourself.
- ☐ Train and develop your skills.
- ☐ Network with other mentors.
- ☐ Gain informal support.
- ☐ Travel to meetings.
- ☐ Plan sessions.
- ☐ Find resources.
- ☐ Record and evaluate progress.
- ☐ Review your own achievements.
- ☐ Receive supervision.
- ☐ Assess learning.

You may want to add further tasks that need doing! When you meet with a learner be clear about the time boundaries from your point of view. A rough idea to help you think about how to divide the time within a meeting is:

25% = Connect, Contract

50% = Collaborate, Consider

25% = Celebrate, Create, Confirm

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Organise resources

BE PREPARED!

Check those that you might need and add any others:

- ☐ Time
- ☐ Telephone contact for when you're feeling stuck
- ☐ Supervisor
- ☐ Copies of the Learning outcomes
- ☐ Photocopies of resources, activities, etc.
- ☐ Phone numbers of info/advice agencies
- ☐ Money
- ☐ Forms to keep records
- ☐ Computer
- ☐ Paper, pens, folders, stationery

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Do you have ready access to the items you ticked?

If not do you know who to ask? You may like to start building a contact bank.

RESOURCES CONTACT BANK

Learning ideas	Names & telephone numbers
Paperwork	
Equipment	
Funding	
Local information	
Emergencies	
My mentor	

Remember – your major resource is the learner you are mentoring

During your meetings:
Use this seven-stage checklist (the '**Seven Cs**') to plan and monitor your sessions with the young person.

Connect — Make contact with the young person in a positive way – developing **rapport**. Ask how s/he has been doing.

Contract — Make a contract for the session (see page 139) that establishes the **focus** for the task (in terms of learning outcomes) and provides **containment** (safety for the process and individuals involved).

Collaborate — Use effective questioning and active listening techniques (see page 132).

Consider — Identify what resources and connections **support** the young person at this point. (The **Learning** section on pages 173–195 and **Notes for mentors** section on pages 50–86 are your main reference points here.)

Celebrate — . . . **achievements**, developments towards the learning outcomes and the ways in which your relationship is developing (see **Strokes**, page 152).

Create — Review your **action plan** (see page 134), identifying what each of you will do next and in the longer term to **progress**.

Confirm — Agree when and where you'll meet next – and your expectations of each other.

After your meetings

- ▷ Record your session and assessments (see the **Assessment** section).
- ▷ Think about and plan the next session.
- ▷ Seek support and resources.
- ▷ Keep your manager informed.

You will find a variety of ways to enable learning described in the **Learning** section (pages 173–195). You will find ideas about how to monitor learning in the **Assessment** section (pages 196–213).

Make a contract
In the **Issues for mentors** section (pages 136–154), there is a **C** for contracting which discusses the issues to be considered in setting the wider contract for the mentoring process.

However, it's also useful to set a mini-contract every time you meet. This contract should take into account the impact of life in between sessions.

John Whitmore offers a simple model overleaf that you can use to structure each session.

G oal setting for the session.

R eality-checking to explore the current situation.

O ptions and alternative strategies or courses of action.

W hat is to be done? W hen? By W hom? Have we the W ill to do it?

The key contracting question is the initial goal-setting:

What do you want to achieve by...(the finish time)?

When the young person responds, you will need to assess whether their response is:

Specific

Do you know exactly what the young person is aiming for?

Do you know what's wanted from you?

Relevant

Can you provide what's wanted?

Does it relate to progression towards the learning outcomes?

Sabotage

How might the young person prevent themselves from achieving the stated aims? For example:

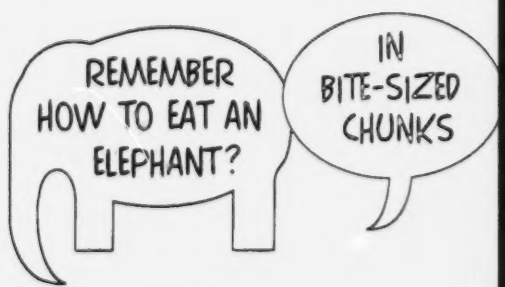
- Diversionary activity?
- Not asking questions?
- Falling asleep?
- Being 'out of it' in some way?
- Talking too much?
- Wandering off track?

Naming the sabotage activity in a non-judgmental way will provide containment – for example, *'I have noticed that...'*.

There are three fundamental questions for a mentor:

> ***Where are you now?***
> ***Where do you want to go?***
> ***How can you get there?***

Check that whatever you say relates in some way to these three questions. As well as helping to maintain you focus, it will help when the subject matter seems too big or complex...



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Use effective questioning and active listening techniques

There are many short courses available on counselling skills – use them to develop and practice your skills. Observe yourself and others in conversation on a regular basis and reflect on:

- ▷ The wording of questions to draw people out/close people down.
- ▷ The main cues that show someone is really listening to what is said.
- ▷ The ways in which a listener can make the speaker feel valued and safe.

There are four main types of **questions**, each with different effects on the flow of conversation:

Closed questions require a 'yes' or 'no' answer, so they are used when you want to elicit the bare facts and little more, or when you want to close a conversation down.

Open questions invite more information, opinion or personal experience. You'll use these when you want a full description and explanation or when you want to prolong the conversation.

Direct questions ask ***Where . . . ? What . . . ? Why . . . ? Who . . . ? Which . . . ? Have . . . ? Are . . . ? How . . . ? Do . . . ? Can . . . ? Show . . . ? Did . . . ? Will . . . ?***

Indirect questions are phrased (usually with a slight questioning rise in the intonation) more along the lines of:

. . . I wonder if . . . I'm curious about . . . Perhaps . . . I'd like to know about . . . I'm thinking to myself . . . If someone else was here . . .

Active listening involves:

- ☐ Appropriate eye contact (too much can be threatening, too little can convey lack of interest).
- ☐ Summarising, from time to time (*So just let me recap . . .*).
- ☐ Reflecting back (*So you thought that . . . So then you . . .*).
- ☐ Paraphrasing (*Can I just check that this is what you mean . . .*).

Take a look at the learner materials for Unit D (page 100) – you'll find a list of signs that someone is really listening.

How will you respond to questions the young person may ask you?

Do you regularly experience being really listened to?

Do you have your own mentoring relationship?

Action planning

As part of the 'big picture' mentoring process you will need to identify where you are going (set goals) so you can plan how to get there. The overall goal is usually broken down into smaller goals and it is these smaller goals for which you will be ***checking progress*** at each session.

SET GOALS

*Goals always need to be **S M A R T**:*

***S** pecific* – Is it really clear what the next goal is?

***M** easurable* – Can you and the young person clearly assess how the goal is met?

***A** chievable* – Does the learner have access to all the skills and knowledge needed to move towards the next goal? If not it needs breaking down into more specific steps.

***R** elevant* – Does the young person want to do it? How does it relate to the learning outcomes?

***T** ime-scaled* – When will the young person achieve this goal? When are the steps towards the goal?

Key points for developing and using an action plan

- Research shows that if you write down the action plan, the success rate increases by 50 per cent. A specimen action plan is shown on the next page.
- Telling someone about the plan that you have written increases the success rate even further.
- Successful people imagine and talk about how success will be celebrated. This process works in a similar way to affirmations (see **Notes for mentors** for Unit C, page 60) – focusing on the positive reinforces our resolve.

Example action plan

Name of learner: _____ Name of mentor: _____

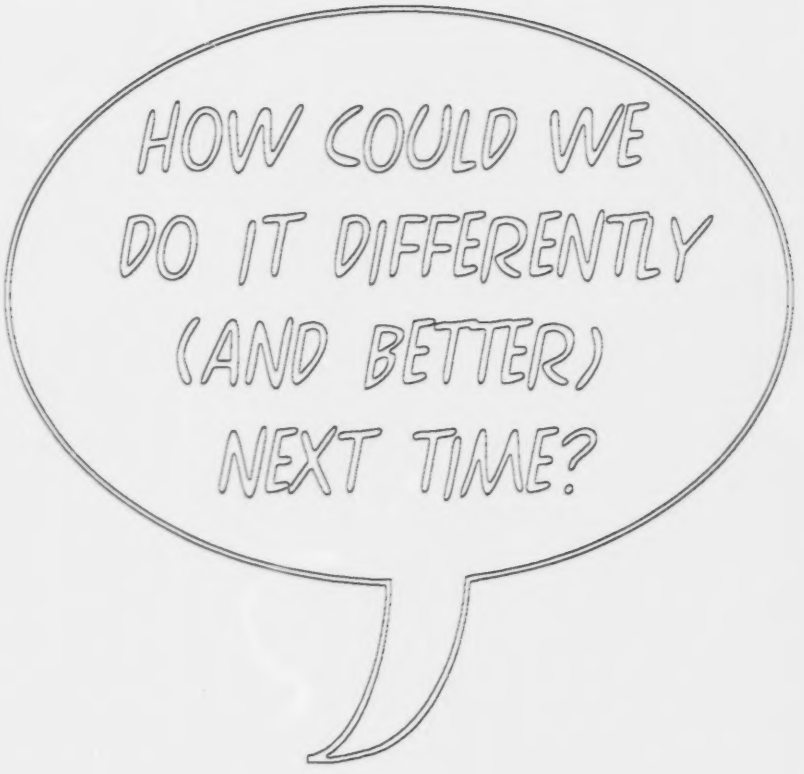
Specific goal Is it broken down into steps? Can anyone understand it?		
Measurable How will you know when you have achieved this goal? How will others know?		
Achievable What is needed to achieve this goal? Skills – knowledge – resources		
Relevant How does this goal relate to the overall learning outcome?		Date now:
Time-scaled How and when will you celebrate achieving this goal? When is each step?		Date intend to achieve goal:

Assessed by who and how:

Ideas for the future:

Checking you're on track by asking . . .

This is the key question for the learner and for the mentor to explore with each other honestly and is prompted by the next question.



Some of the best learning is from mistakes – but first you have to notice them!

. . . make a note of all ideas from both of you . . .

Issues for mentors of young adult learners

This section is aimed primarily at you, the mentor. However, you might find that you want to put some of the ideas across to the young person. To do this you will need to find ways of expressing and illustrating them that are meaningful/accessible to her/him.

The list of issues is as follows:

- Attachment
- Boundaries
- Contract
- Disclosure
- Empowerment
- Feelings
- Good enough
- Helping
- Interventions
- Judgement
- No-blame approach
- Recognition
- Strokes
- Timing

Attachment

Attachment is the key to self-esteem. It is developed through our original relationship with our most important carers – usually a parent. It is a relationship in which we are accepted as a separate human being – unconditionally. This means that, although the carer might not always like the way we behave (and say so), they do like us – indeed love us – for being alive and connected to them. It is through this positive and unconditional regard from another that we experience our self-worth.

Research amongst deeply troubled adolescents shows that, almost invariably, this original loving relationship was problematic. However, research also shows that if such a young person is able to form an attachment to someone they perceive as stronger and wiser than themselves, then it is possible to gain a sense of self-worth and shift into a positive direction.

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Are you willing to:

- *Have an individual young person 'attach' to you?*
- *Grow to like them as a person although you may not always like what they do?*
- *Stick with the mentoring relationship through thick and thin?*
- *Be there for them, consistently, in the ways that you agree together?*

Boundaries

Boundaries are a core concept in the mentoring relationship. It is a characteristic of being young to test whether the boundaries hold firm. This is part of the young adult's ambivalence – on the one hand striving to separate and become independent, whilst on the other hand wanting to feel safely contained in all sorts of aspects of their lives. Much of what is often referred to as 'adolescent behaviour' is the outcome of pushing at the boundaries established by people perceived as being in authority, such as parents, teachers, the police, bosses, social workers . . . and so on.

If the boundaries in early childhood were:

- **Absent** – then the child experiences abandonment and the young adult will test out whether you, and any other important people in their life, will also abandon them; or whether you will set some clear boundaries with them and stick to them.
- **Applied inconsistently** – if parents set them and then loosened them 'just this time' – then the young adult may act as if s/he is an exception and doesn't need to comply. You will be tested to see if they can 'get round you'.
- **Used as a mean of criticising and 'putting down' the child**, then the wary young adult will be watching out for, and perhaps even inviting, your castigation as they break them.
- **Absolutely rigid**, the young adult may rebel against any and every boundary.

This means that a mentor needs to establish carefully, with the young learner, which boundaries are negotiable and which are not. Those that are **not negotiable** are often to do with physical safety.

For those that **are negotiable**, you need to decide by whom, when, under what circumstances and what are the consequences if the boundary is not kept (this is a negotiated boundary in itself!). Review and discussion will be necessary, as circumstances change.

The fewer the boundaries, the easier it is to work together. However, some are necessary for your own protection – for example:

- ☐ Keeping to times you agree to meet.
- ☐ Making contact with each other at appropriate times (how would you react if the young person rang you at home in the middle of the night? More than once . . .?).

What has been your own experience of boundaries – as a child and as an adolescent?

What beliefs do you have about the importance of boundaries?

What informs those beliefs?

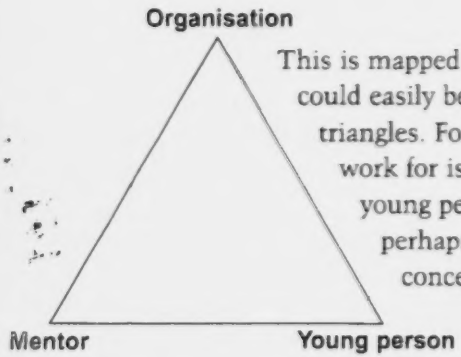
What difficulties might you experience in being consistent?

What personal boundaries are important to you – ones you would want to ensure were kept?

What support can you get to set and keep clear boundaries?

Contract

This is a formal term to describe the set of agreements and boundaries between you, the young person and the organisation you work for.

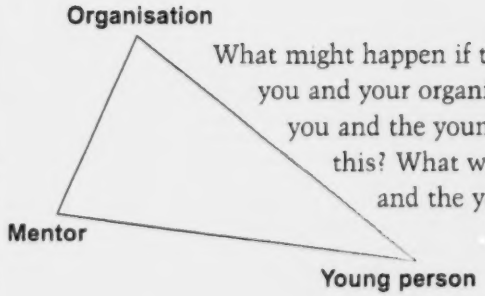


This is mapped here as a simple triangle but could easily be extended into many interlocking triangles. For example, the organisation you work for is part of a larger organisation; the young person has relationships with family, perhaps a probation worker or other concerned official – and so on.

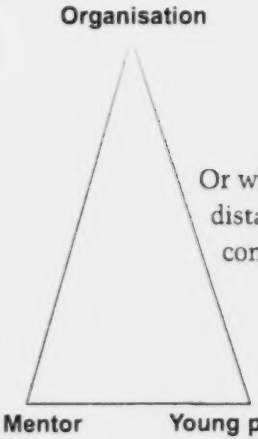
If there are lots of other parties involved you will need to think through the implications of this, and you may need to negotiate with these others.

Relationships often feel unequal – one party often feels that they are 'on the sharp end'.

How can you take responsibility for shifting the balance of the triangle?

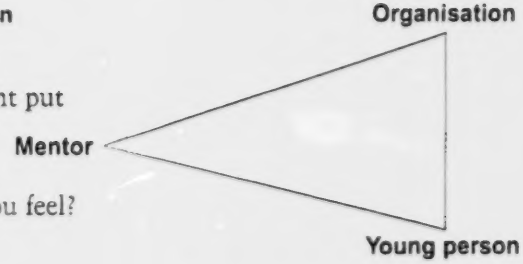


What might happen if the relationship between you and your organisation is closer than between you and the young person? What might cause this? What would be the impact for you and the young person?



Or what if you and the young person collude and distance yourselves from the organisation? How come? What might happen?

What do you imagine might put the young person and the organisation together and isolate you? How would you feel? What would you do?



To ensure a balanced set of relationships between everyone involved it is important to establish the contract – that is, to find out what is expected of each other and what can be agreed as realistic and manageable. It is helpful to think about three aspects of each relationship – the **three Ps**:

- **Practicalities** – are vital in protecting everyone involved, such as sorting out when, where, who, any money that might be involved and so on.
- **Professional aspects** – what is the task of each person involved? What exactly are you expected to do as a mentor? What support is available to develop your skills? How is the young person going to be participating in ***Getting Connected***?
- **Psychological implications** – these are often unspoken and this is what usually underlies any later conflict (such as those represented by the unbalanced triangles). So, get them out into the open early! Issues such as confidentiality, support and trust are often raised. It's really useful to establish what each person means by these abstract terms – for example, *'What does support look like – give an example? What might it be like if it wasn't there?'*.

Who do you need to contract with?

How will you ensure it's done?

Exactly what help do you need to have in place in order to mentor a young person?

What does the young person need from you?

What can and can't you comply with?

To whom can you go for help?

A useful framework for a contract (which includes thinking through the '3Ps' above with the young person) is provided by the '**4Rs**' that follow:

- **Results** – What are the outcomes that you and the young person are aiming at? By when? What if they are not achieved?
- **Relationship** – Are you role modelling? Providing a challenge? Giving support? Coaching? Befriending? All of these? Others?
- **Responsibilities** – Making it clear that you are not there to 'fix' things for the young person. Clarify that they are responsible for whatever results they have agreed to.
- **Record keeping** – What is your responsibility to record mentoring sessions? How might this be helpful? Can you support the young person in logging their learning?

Disclosure

What we choose to reveal about ourselves as fellow human beings – and how – often influences the attachment process. It can create a sense of equality and trust; and also vulnerability. Your role is to:

- ☐ 'Hold' the young person by proving trustworthy and being consistent with your boundaries.
- ☐ Contain their disclosures (keep them safe) by supporting young people in making sense of their lives.

The person who doesn't disclose anything about themselves is often perceived as a cold fish – the withholder can be experienced as a **Persecutor** (see the Drama Triangle as discussed under **Helping** – page xx). The person who discloses far too much, too quickly is often avoided, for fear that they will make demands that are unbearable. They may be seen as a **Victim** (another role in the Drama Triangle), searching for a **Rescuer** (the third role in the Drama Triangle) – someone who prefers other people's troubles, so that they can avoid their own!

As trust and attachment develop between the mentor and the young person, much might be disclosed along the way.

What agreements do you both have about confidentiality?

How will you respond to hearing what may be painful things?

How can you refrain from becoming over-involved, or identifying so closely with the young person that you lose your sense of perspective (see **Boundaries** page 138 and **Contract** page 139*)?*

Disclosure involves being able to tell your own story, which is fundamental to self-esteem. Sebastian Kramer, a psychiatrist who works with young people, suggests that being able to begin to tell your own life story shows the beginnings of developing self-esteem. This is the core of this curriculum for young people – whether it is the starting place or the end place or the story is told along the way, will depend very much upon the individual young person and the type of relationship you develop together.

Empowerment

Empowerment is said to be the most frequently used word in the academic literature on community and youth work! It is a term that has informed policy in all sorts of arenas – including funding for work with young people.

Empowerment is the opposite of having **power over** someone. It is enabling them to recognise and express their **own power** – to feel and think for themselves and to take appropriate action (see **Helping**).

It is crucial, therefore, that as mentor you are not frightened to talk about the young person becoming powerful. In successful mentor relationships the young person will take power and move on to become a more independent person.

To what extent do you see yourself as empowered?

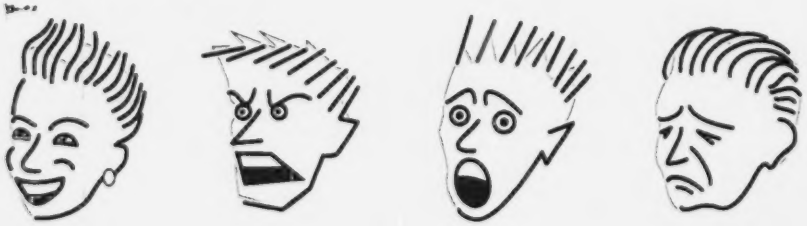
Check out any reluctance you may have in allowing a young person to be powerful. Think back over experiences you have had of being mentored – how did you get to move on? How did your relationship change? Are there any parallels with separating from parents?

LRS

Feelings

Every moment, we have an emotional response to what is going on around us. What do you identify as feelings?

When Charles Darwin observed animals and people he decided that there were four basic emotions. Most psychologists today operate with the same basic palette:



Joy Anger Fear Sadness

When we are first born, we have physical and emotional responses to our environment at all times – and express these feelings clearly:

- Joy at feeling fed, warm, and physically touched and gazed at.
- Sadness when left alone.
- Rage and anger at a lack of food when hungry.
- Fear at physical pain.

Some of these responses receive positive strokes (see **Strokes** page 152) – others are ignored or reacted to in a negative way. As a result we learn what emotions are acceptable in our environment.

As we become mobile we have a wider range of behaviours available through which to express ourselves – and, long before we are old enough to talk and therefore think aloud using concepts we find we have an impact when we express ourselves with behaviours.

By the time we are 2, we have completed the developmental task of showing how we are separate and independent of our care givers and we therefore want the boundaries changed! This is probably the first period in our lives where we spend a lot of energy in testing out the boundaries set by our care givers, and whether they are consistent (see **Boundaries** page 138). At about this age, we begin really to develop the use of language. We can express ourselves out loud and inside our heads we can think conceptually to ourselves. Thinking is the developmental task of children at this age and there is a crucial step to be learned – the usefulness of thinking about our immediate feelings before moving into action.

The relative success with which we are encouraged to negotiate this stage, at this very young age, will be apparent in later life. When we are overwhelmed by feelings and react without thinking about the context or consequences, then we are far from being autonomous adults. Instead, we are re-enacting how we probably behaved in our 'terrible twos'.

Adolescence is another opportunity to re-learn the lesson that thinking mediates between feelings and actions. The behaviour of many young people is determined by their feelings alone. They need to develop the facility for linking their thoughts to their feelings, allowing their thinking to influence their behaviour and learning to take responsibility for their actions.

In what situations do you not think before you speak – with what consequences?

Are there particular feelings that you don't usually think about but immediately act on?

What strategies do you have to ensure you first feel, then think, then act? (The age-old strategy of taking a deep breath and counting to ten does work for many people – it's one way of taking 'time out'.)

Sometimes children learn that it is not OK to express some feelings and that expression of other emotions is more likely to get them what they want. For example:

- One child might learn through experience that it is safer and more acceptable to show anger than to be sad.
- Another might find that tears get what they wanted better than anger.
- Another might learn to feel guilty – which is anger turned inwards.
- Some learn that it is only acceptable to keep smiling, however pained they may feel inside.
- Many learn to feel 'nothing' and become numb because they are (unconsciously) scared that their actual feelings might be unbearable.

This learning leads to the development of inauthentic patterns of response. At some level the person experiences these reactions as unsatisfying, but no longer knows how to express the underlying authentic emotion.

What emotions might you mask?

Are there particular emotions that you approve of and/or disapprove of?

Does gender make a difference to your approval and/or age?

Consider then, the young person you are mentoring. When you have established a partnership based on attachment and trust, you might wonder aloud whether the particular pattern of emotions that you observe when you are with them, or that they report feeling when out and about, might be a cover for other feelings?

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The test of an authentic emotion is that, when we own it (using 'I' statements) at the time we are feeling it (in the here and now rather than some time later) and express it, it usually changes things:

- When we feel genuinely sad and fully express it we are somehow refreshed.
- When we are appropriately angry and say so the energy released brings down the emotional temperature.
- When we admit to feeling scared the fear diminishes.
- And when we allow ourselves to feel full of happiness in the moment . . .

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Good enough – really is good enough!

Any ideas of perfection are unhelpful – both to you and the young person. The realisation that you are human, will make mistakes and will clean up the consequences as far as appropriate, might well be important for the young person to experience. It is also important that they recognise that this doesn't make you a lesser person – it just means that it is possible to sort things out (see **No-blame approach** and **Judgement**).

How will you know when you have done a good enough mentoring job?

Who else will know?

What records will you and others keep?

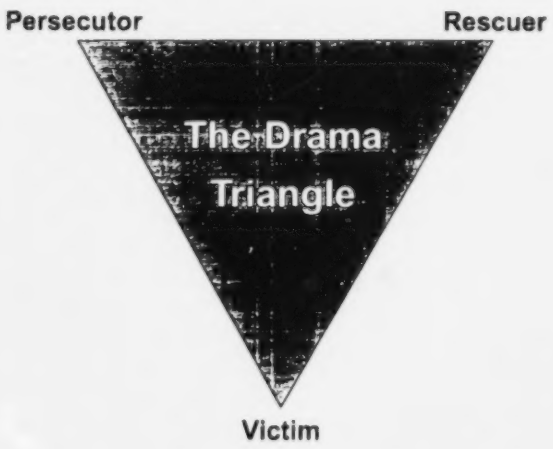
How will you get support when you are wondering if it is 'good enough'?

What supervision is available to you and what is your contract for supervision? (See **Contract** *page 139)*

The notion of 'good enough' was developed by Donald Winnicott, who worked in a hospital for children. He recognised that healthy child development is a response to 'good enough' parenting – by which he meant the capacity of the parent to provide consistent structure and thus 'hold' the infant, generating a sense of safety and protection (see **Disclosure** page 141, **Boundaries** page 138). He recognised attachment (see **Attachment** page 137) as originally learnt in relationships with the primary care giver.

Helping

Helping someone else involves careful contracting (see **Contract**) otherwise we may find ourselves involved in the **Drama Triangle**, shown below.



When we '**Rescue**' – doing more than is asked for, doing too much for someone – then, at some level, we are implying that they are incapable of doing it themselves and also incapable of asking for help on their own terms. As a result they feel, at some level, one down and a **Victim**. At some point, they will probably try to get one up on the rescuer by taking on the role of **Persecutor**.

Whilst these moves usually begin unconsciously for everyone involved, we often end up feeling a familiar set of feelings (usually of the 'learnt' variety – see **Feelings** page 143) and wondering how we got ourselves into this sort of situation again!

One merry dance is a psychological game with the refrain *'How can I help you?'*. It usually involves the helper making lots of positive suggestions – each of which gets rejected – rather than establishing whether the person really wants help and, if so, of what sort. After a while the person on the receiving end of the suggestion is likely to say, or imply, *'You're no use'* and the helper ends up feeling rejected and abused.

The switching of roles around the drama triangle is often a misplaced attempt at closeness and a source of intense, if negative, strokes (see **Strokes**). It provides a lot of excitement for everyone involved (not necessarily pleasurable but, nonetheless, thrilling in perhaps the way a roller-coaster can be!). It also reinforces our view of the world, other people and ourselves and provides an opportunity to replay the excitement and the strokes. We go over and over the event – both in our minds (contemplating what else we might have said), and with our friends, repeating and exaggerating these stories. *'Do you know what happened today? . . . And he said . . . and I said . . .'* is a major topic of conversation for many of us, much of the time!

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Which of the Drama Triangle roles do you sometimes find yourself in?

Do you find you often end up in one of these roles?

Do you, perhaps:

- *Get on your high horse (Persecutor)?*
- *Feel hopeless and helpless or a martyr (Victim)?*
- *Wring your hands and make endless phone calls wondering how you might help . . . (Rescuer)?*

It is worth your while knowing how you might become drawn into playing these games, so that you can step out of the Drama Triangle role as soon as you spot it happening. Remember that we play games in order to get recognition (see **Strokes** page 152). A useful strategy, therefore, is to give some genuine strokes instead of continuing to invest in whichever role you find yourself.

Positive antidotes to the Drama Triangle roles are **P**roactivity, being role-boundaried and **R**esponsible and giving **V**oice to vulnerabilities.

- ☐ **Proactivity** – taking the initiative, using what powers you have to make a real difference.
- ☐ Being **Responsible** for your part in the interaction and making responses to what is being said (rather than to what you assume).
- ☐ Giving **Voice** to your authentic feelings (see **Feelings** page 143) – rather than masking them – and owning them with 'I' statements.

Playing all these roles and, in addition, naming what is happening between you both, can really help you both to move on – with the task and with each other.

We all play these games sometimes. We learn particular ways of doing so, in our families, in order to get recognition (see **Recognition** page 151). Almost by definition, someone who is labelled as socially-disaffected is likely to be playing such games a lot of the time – often at a serious level, where the pay-off is a law court or hospital.

Supporting the young person in finding healthier ways of getting the recognition they crave will be truly helpful. Invite them to think (see **Feelings** page 143) about what they are really needing and help them become more focussed in finding legitimate ways of getting their real needs met.

What unhealthy types of recognition might you be craving – perhaps unconsciously – in being a mentor?

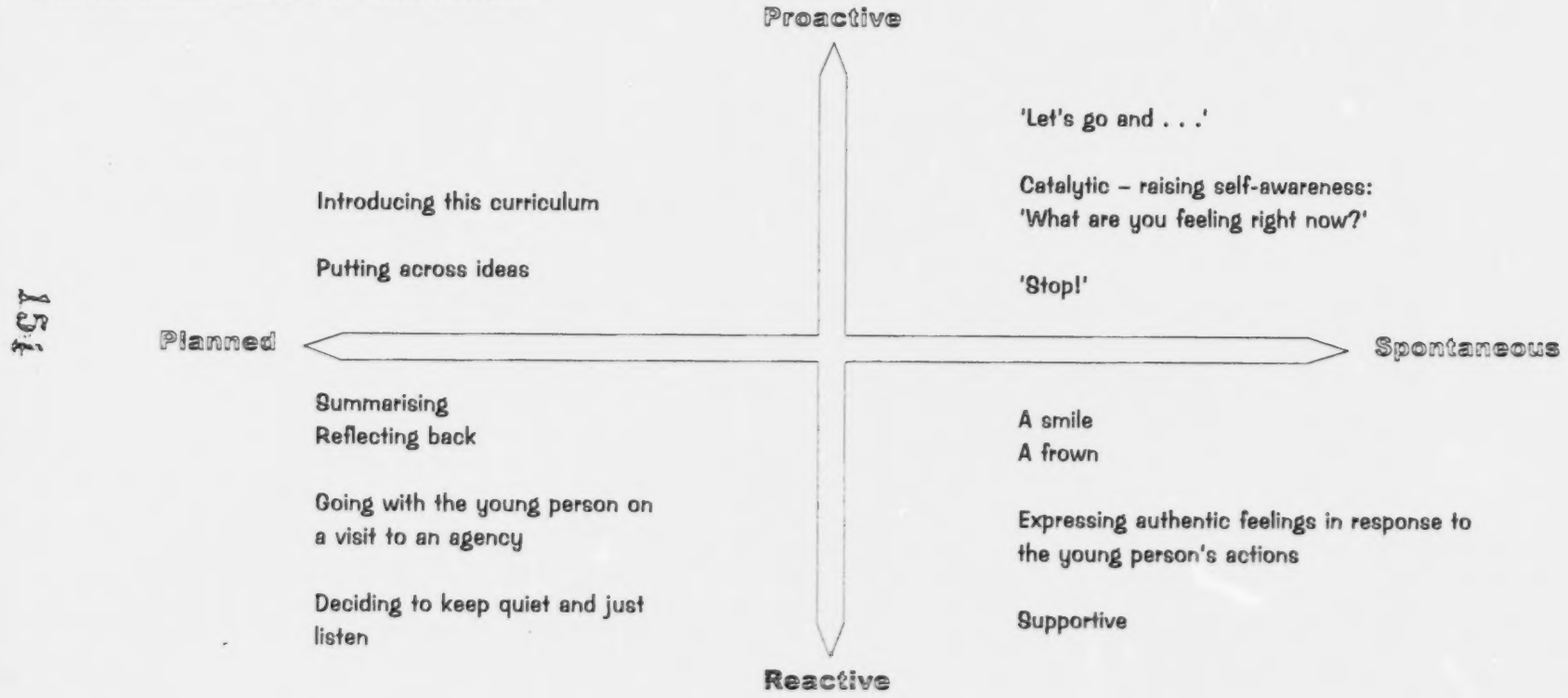
Interventions

Making interventions is what you are doing every moment you are with the young person. You are responding both verbally (with words and tone of voice) and non-verbally (through your body language and actions). Sometimes, your responses will be proactive and you will be leading the young person.

At other times, you will be reactive and led by your learner. Many of your interventions will be planned and involve you making thoughtful judgements, whilst some will be spontaneous and intuitive.

Examples of different interventions are shown below – what others can you add?

The main dimensions of intervention



You will need to judge (see **Judgement** page 149) when to intervene and when not to intervene. This will involve you considering for whose benefit the intervention is intended – for example, is it to satisfy your needs to:

- Say something to fill a silence?
- Talk about your own experiences?
- Have agreement and avoid conflict (you need to bear in mind that conflict can be creative!)?
- Put across the values you believe in?

Or is the intervention designed to empower the young person?

When do you find it difficult to keep quiet?

What sorts of interventions by others do you loathe and like?

What physical signals do you get within yourself and from observing others – about your intervention being inappropriate and appropriate?

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Judgement

Judgement involves thinking clearly and objectively at all stages in the mentoring process and encouraging the young person to make clear judgements for themselves. You will need to judge different kinds of things, requiring different skills:

- When to intervene and when to listen.
- What the young person is really showing they need, without clearly asking (and check this out with the young person *'I wonder if . . .'*).
- How best to tune in to the other person.
- The best ways to encourage learning (see the **Learning** section, page 173).
- The level of skill, amount of knowledge, the impact of values (see **Learning** section page 173).
- Whether there is enough evidence of learning (see section on **Assessment**, page 196).
- The likely consequences of any action.
- The skills and support you need to be an effective mentor.
- The integrity of the relationship between you and the young person.

It is wise to constantly check out your thinking with the young person and to be transparent about how you make these judgements. It helps, too, to have your own mentor or supervisor with whom you can share your thinking and from whom you can get support and guidance.

What does 'making judgements' mean to you?

If you have any negative associations how can you reframe these to pick up on the positive aspects outlined above?

There is a difference between *exercising good judgement*, in the areas listed above, and *being judgmental*, which involves explicit or implicit negative criticism of the personality or character of the person being judged (see the section on **Assessment** page 196).

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No-blame approach

This is an approach that underpins ***Getting Connected***. Instead of *'It's your fault'*, the focus is on taking responsibility for one's actions. Every action (or lack of action) has consequences. Awareness that there will be consequences – of what we do or don't do – is part and parcel of being a fully grown-up member of society. We can use our capacity to think and predict what the consequences of our actions will be. Although the outcome of our actions may be different from our predictions, we always need to be willing to deal with the consequences, whatever they might be.

Blaming someone does not deal with the consequences of her/his actions and can even diminish their capacity for responsibility: *'Oh well I'll do it anyway – they'll just blame me again – so what!'*.

So rather than *'It's your fault'* the more useful response might be *'What are you going to do about . . . ?'* and *'What will you do to make sure . . . doesn't happen again?'* and *'How will you make reparation?'*. Blaming can also be the start of a persecutory game (See **Helping** page 146).

Being firm and really clear (see **Boundaries** page 138) about where responsibility lies is the key to young people being able to affirm their social and legal rights as adolescents and as adults – when responsibilities come as part of the same territory as rights. (In childhood there are moral and legal rights without responsibilities – for example the right to protection from abuse and the right to have a childhood.)

There are some suggestions in this section that some types of early childhood experiences may be related to later disaffection. It is important to:

- ☐ Be clear that this type of thinking in no way blames the parents or care givers – they have done the best that they know how.
- ☐ Recognise, however, that possibly their know-how was not good enough. Where did they get their parenting skills from? This is most likely from their own experience of parents and this may go back generations. This does not excuse, for example, abuse of any sort – rather it is an explanation, and suggests that being firm and clear and saying *'This must stop – the consequences are harmful'* may also be mingled with compassion for the person who does not know of any other way to be.

Getting Connected is designed to increase the know-how of disaffected young people – to intervene in what might otherwise be a continuing legacy of disaffection.

What do you understand to be the responsibilities of young people over the age of 16? Where can you get up-to-date information?

How do these relate to their legal rights and their moral rights?

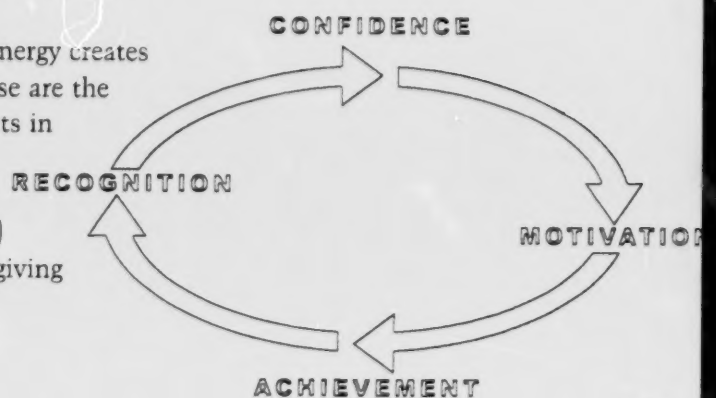
How does your understanding relate to your own experiences and your own values?

Do others share your views? Does this matter?

Recognition

Both the purpose and the process of ***Getting Connected*** are concerned with giving recognition to disaffected young people. Recognition from others will allow them to recognise more fully their own potential – and your relationship as mentor is vital here, in encouraging the **virtuous circle of learning**.

Recognition plus energy creates motivation, so these are the two vital ingredients in your mentoring relationship. See **Strokes** (page 152) for more ideas on giving recognition.



What sort of energy do you bring to the relationship?

How do you maintain your own energy? Remember energy burns fuel, so don't forget you will both need to re-fuel regularly! This may mean food/drink, rest, new ideas/information ... what else?

Motivation may arise out of personal interests and aptitudes but may also be activated by – and certainly reinforced by – rewards, which fall into two main categories:

- *Extrinsic rewards* are those bestowed by others – including tangible rewards such as money, qualifications and status and recognition in the form of a 'well done', a smile or a hug.
- *Intrinsic rewards* are internal – including, for example, job satisfaction, pride in new achievements, delight in overcoming fears.

It is useful, then, to find out what rewards are important to the young people you work with (see **Contract** page 139 and **Strokes** page 152). It's also important to be aware of your own motivators since these might help you explain, for example, the role you play in the drama triangle (see **Helping** page 146).

How do you get rewarded for what you do?

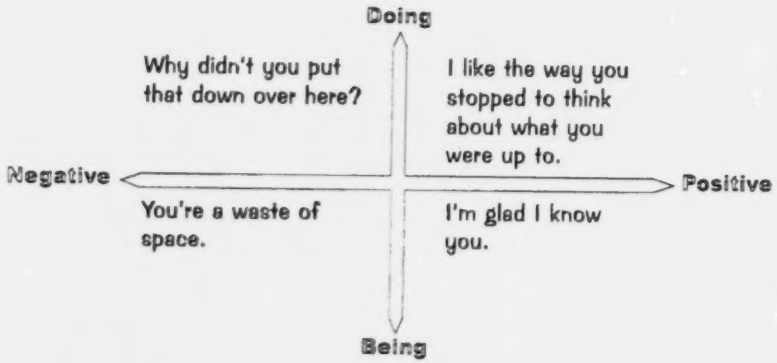
Strokes

This term has passed from psychological jargon into everyday language – *'different folks – different strokes'*. A stroke is a unit of recognition. It was coined in the 1950s when a psychologist, Eric Berne, noticed that babies in Romanian orphanages – who were well enough fed and clothed and kept warm – were nonetheless dying. It was as if their life force had withered. He realised what was missing in their existence was physical contact – they were literally not 'stroked' or touched. As we grow up verbal contact often substitutes for touch and non-verbal messages are also a source of recognition.

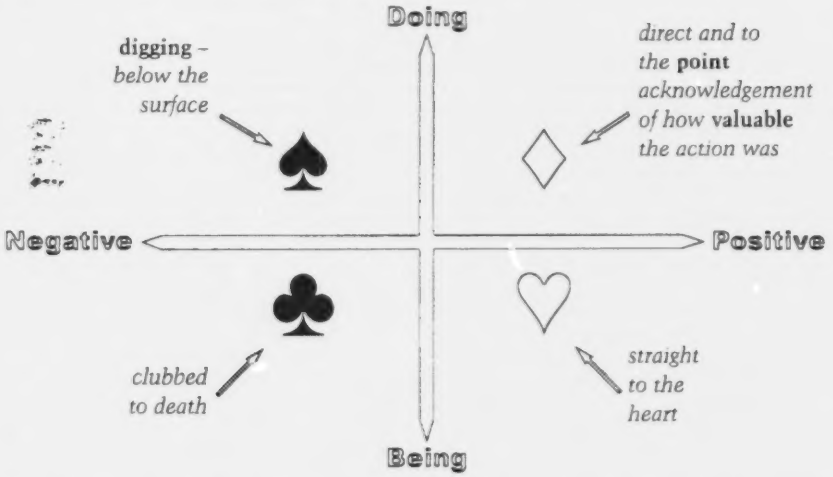
What was the last positive thing said to you?

What was the last positive thing you said to someone else?

There are two types of strokes – recognition for our existence or being and recognition for our behaviour or doing. There are positive and negative versions of each, as indicated in the diagram below:



The card suits are an easy way to remember these:



Everything we say, plus all our body language, conveys strokes. We will have been reared on a particular 'diet' of strokes.

In some families almost the only recognition available is negative. This may be reinforced by school experiences, where the only attention given by the teachers is critical. Psychologists suggest, however, that even negative strokes are better than no strokes at all. A young person with this type of history, then, might actively seek negative strokes, to reaffirm who they are and what they do. Such a young person may then be labelled as disaffected.

Others may be used to a mixture of strokes. Some people will have learned to mistrust strokes, having received ones that were insincere. Some may end up as workaholics, because they seek strokes for what they do, rather than what they are.

What sort of strokes are you used to?

What sort are you getting for being a mentor?

What sort of recognition would you most like and from whom?

Most of us experience a different intensity of stroke (positive or negative) depending on who gives it and how we perceive that person. For some, gaining a qualification is a tremendously important recognition (see **Recognition** page 151). Others might be dismissive of qualifications and awards. The young person's own attitudes will depend on the value s/he places on the people expressing either of these extremes. If the latter, it may take time – plus some experience of successful learning and a positive relationship with the mentor – before a young person considers not just working on ***Getting Connected*** but going for external accreditation of their achievements.

Experiencing closeness with another can be a tremendous source of positive strokes for 'being'. This is one of the reasons why a mentoring relationship with a young person is valuable – it provides an opportunity for development, through the sorts of closeness that can evolve from working together on a shared goal (see **Attachment** page 137).

Bear in mind that negative strokes for doing can be helpful, if constructively phrased (see **How to give feedback constructively**,

page 205). By giving helpful information about options for improvement you allow the person to choose what they might do next.

Beware of the sting in the tail that can become attached to a positive stroke via the word *'But'* – for example: *'I like what you're wearing, but your hair looks awful'*. We have a tendency to only hear the last part!

Do you feel more comfortable giving some types of strokes more than others?

Are there any types of strokes, or strokes from any particular people, that you can receive more easily than others?

Timing

The timing of your intervention is crucial:

- Too soon and you may disempower the young person, by preventing her/him reaching her/his own conclusions.
- Too late and you may have missed the moment to highlight, clarify or demonstrate.

When you don't know what to do next, then ask the young person to *'Hang on a moment'* and count to ten, or even go to the loo to give yourself time to think.

Don't forget – you're a mentor, not a guru and it is very important to role-model 'taking your time' and not always knowing all the answers.

To stay grounded, it is helpful literally to keep your feet flat on the floor and your body weight balanced. Take whatever steps are helpful to you to perceive both yourself and the young person in a positive light.

Emotional Intelligence

What is EQ?

Emotional Intelligence is also known as EQ, emotional literacy and emotional fluency. At the beginning of the twenty-first century these phrases have become very popular – many industries now say they are looking for job candidates who are emotionally literate; government circulars stress the importance of Emotional Intelligence; and reality television shows have highlighted how a winner is usually emotionally fluent.

Emotional Intelligence is not a new idea. However Daniel Goleman's popular best-seller (Goleman 1996) drew together lots of ideas and research underlining how contented people are invariably Emotionally Intelligent, whereas people who rely on considerable level of cognitive inteiligence (high IQ) and lack interpersonal skills may feel unhappy and less successful.

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In the **Learning** section (on page 173) there is a brief overview of current thinking about intelligence generally and the idea that there may be nine intelligences. Two of these relate to EQ: intrapersonal (recognising, making sense of and positively using the feelings and thoughts going on inside oneself) and interpersonal (recognising and positively using social skills with others). Goleman has identified five aspects of EQ that research shows make a powerful difference to individuals and groups (see page 151) and suggests that these can be learnt:

INTRAPERSONAL (or personal)

- **Self-awareness**
- **Motivation**
- **Self-management**

INTERPERSONAL (or social)

- **Empathy**
- **Managing relationships**

The three ***Getting Connected*** curriculum areas clearly related to these five aspects of EQ: Me (A: Knowing myself, B: Coping with feelings, C: Holding beliefs) are focused on the INTRAPERSONAL. Me, You, Them adds to this and picks up on aspects of the INTERPERSONAL (D: Handling relationships and E: Getting and giving support).

Me and the Wider World reflects back on some aspects of motivation and self-management in G: Managing myself, as does F: Exploring risks.

Why is EQ important?

Clearly it is crucial that the mentor of a young person is, in themself, emotionally literate and can model how to be capable and content in the world – rather than reinforce problematic feelings, beliefs and actions.

In *Using Emotional Intelligence at Work* Mike Bagshaw defines EQ as follows:

'Emotional Intelligence is the ability to use your understanding of emotions, in yourself and others, to deal effectively with people and problems in a way which reduces anger and hostility, develops collaborative effort, enhances life-balance and produces creative energy.'

The five components of emotional intelligence

	Definition	Hallmarks of the Mentor with EQ
Self-awareness	The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.	Self-confidence. Realistic self-assessment. Self-deprecating sense of humour.
Self-management	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgement – to think before acting.	Trustworthiness and integrity. Comfort with ambiguity. Openness to change.
Motivation	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence.	The will to achieve. Optimism, even in the face of failure. Commitment to the mentoring scheme and young people.
Empathy	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions.	Expertise in building strengths in others and supporting their learning needs and wants. Cross-cultural sensitivity. Service to the community.
Handling relationships	Proficiency in managing relationships and building networks An ability to find common ground and build rapport.	Effectiveness in enabling change and development in others. Persuasiveness. Expertise in building and leading groups.

Above is an adaptation of Daniel Goleman's suggestions of the hallmarks of an Emotionally Intelligent leader to describe an emotionally intelligent mentor. He considers that these capacities can be developed and it is these capacities that can also be developed in your young learner. Consequently this section focuses on these five components (or competences) and offers ideas and activities to prompt your own EQ and can be adapted to support your learner.

Self-awareness

The range of feeling was identified on page 143. Under the heading of each of these four core feelings, write as many other descriptions of that emotion as possible.

JOY	SADNESS	ANGER	FEAR

Now rank order each of these – give a number '1' in each column to represent the strongest version of that emotion, a '2' to the next strongest and so on. Next, put an 'x' by those that you feel are too extreme – too dangerous.

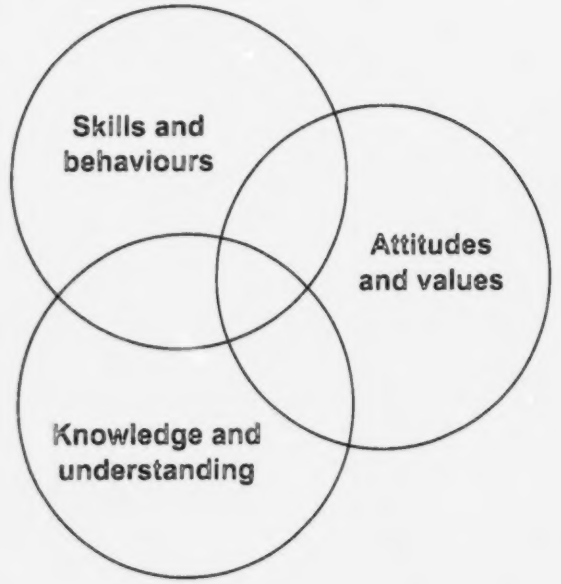
Then step back and assess yourself. Put a line under the word that best describes the top of your range in each column and another under your mildest reaction of that emotion. Do you experience a good range of each emotion. What contexts affect you? What does this say about your emotional fluency?

Use 'Post-it' notes to explore these ideas further.

Take a second look at WHAT you have recognised as learning here. Many people only think of learning as taking on something new – a challenge. However learning often involves building on past and current strengths – a confirmation. So take the three items you've identified: where would you put each on the continuum below? Can you add other learning you have been involved in as an example of each end of the continuum and a mixture in the middle? Wherever it is on the continuum, learning always involves a CHANGE

A challenge ⟷ **A confirmation**

Now take a third look at what you have learnt – what you have changed. Learning specialists consider that WHAT we learn will often focus on one of three areas of change possibilities, or perhaps a blend. Again, write the reference number of the things you have learnt on the map below, in the appropriate place – or colour it to best show what has been changed.



OK-ness

This is a fundamental principle underlying emotional literacy curricula – people are OK. This means that it is OK for them to exist – their unique existence is valuable. This may sound an abstract and vague idea – yet it is crucially important.

Write about your experience of yourself, other people and the world at large – in detail, from waking up today. Write what you felt at each moment, what you were thinking, what you did. You will probably cover a couple of sides of paper. There is no need to think too hard or start to censor what you write – produce a stream. Don't worry about getting any of it in the right order.

At any moment in time we perceive ourselves as OK (I+) – that our existence is fine with us – or not OK (I-) when we perhaps perceive ourselves as inadequate, helpless, hopeless or in some way not fully existing. Scan your writing and mark the margin with I+ or I- on every line you may find that it changes mid-line, or even several times during the line. There is no halfway point – a bit like a light switch which is either on or off, then we perceive our existence as OK or not OK.

Similarly at any and every moment we will be perceiving another person or other people or the world at large as being OK (U+), i.e. fine to have around, or not OK (U-), i.e. useless, hopeless, unwanted. Again review your notes and in the margin on each line mark it U+ or U-.

Look at these margin notes – each line will have one of four combinations:

I+U+	I'm OK and you're OK – this is when we get on with tasks and people.
I-U+	I'm not OK and you are – this is when we may want to run away.
I+U-	I'm OK but you're not – this is when we may want to get rid of people or things.
I-U-	I'm not OK and you and the world aren't either – this is when we get nowhere with tasks or people.

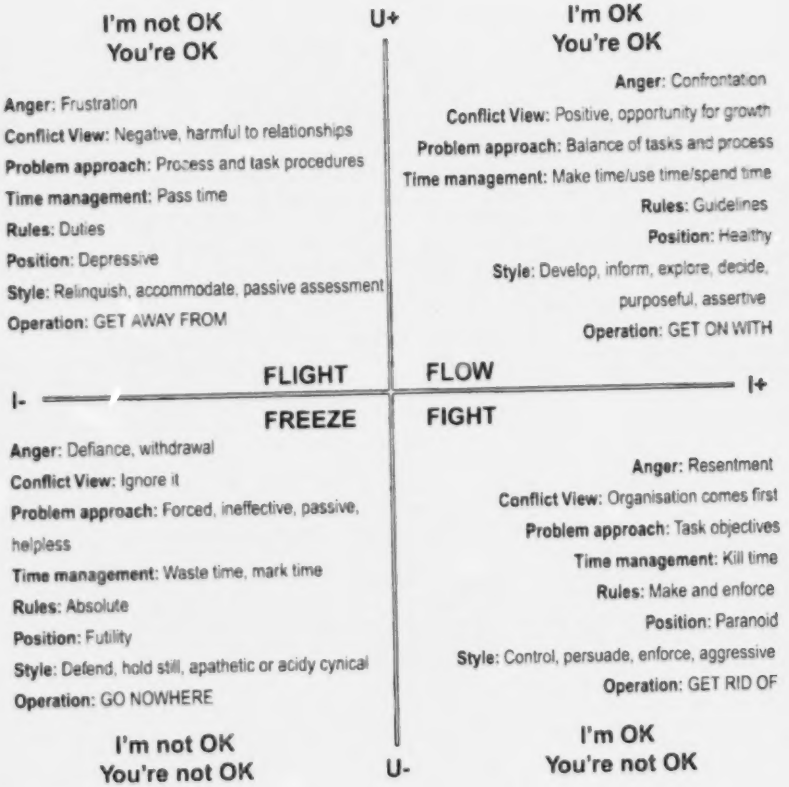
When you look at your combinations – are there any patterns? Perhaps more of one combination than another? It is likely that you have some fleeting experience of all four. What tones of voice do you tend to use when you are in each position?

You may notice that some positions may mask others – for example the person who comes across as 'I'm OK and you're not' may be hiding a sense that it is not really OK for them to exist. At its extreme this typically underlies the bully or aggressive person.

Sometimes a person may initially come across as helpless and 'not OK', yet you have a sense that they know they have steel and strength underneath. The chart on the next page shows some of the patterns associated with each of the four combinations.

Clearly it is when we exist in an 'I'm OK and you're OK and the world is OK' framework that we use all our capacities – we are being autonomous and we are Emotionally Intelligent. Therefore our personal task is to each find strategies to enable us to be in this place – different things will suit different people but it's worthwhile finding three types of strategies:

- **Behavioural** – literally getting the body into a balanced position invites our feelings and thinking to flow from a positive perception of ourselves and others. Invite other people to perceive you as OK. Give them messages that you perceive them as OK (even though you might not like what they do).
- **Feelings** – focus on positive feelings about yourself and about others. Notice what your body does when you feel positive and do this with your body gestures, facial expression, posture (even when your feelings are not positive) and see how they change. Allow your feelings to change!
- **Thinking** – let go of negative thoughts. Practice some replacement positive thoughts – or affirmations – about yourself, about others, or both. Ask yourself what the benefits to you are of having negative thoughts about yourself or about others – what are you out to prove? Consider how you set it up to prove this! Visualise putting negative thoughts in a dustbin!



Now take a look at your sense of humour. Which comedians do you identify as operating from a union of the four quadrants above? With what type of humour?

EQ

And you – when you can laugh at yourself and invite of others to do so too? Where are you coming from?

Self-management

The charts on the previous pages invite you to not only be aware of your feelings and thoughts, but to also be able to manage these. On pages 62, when you looked at BARs, there was another map to consider to assess yourself. Create some BAR maps for yourself.

A key notion here is about being AUTHENTIC and genuine. This does not mean thinking with your mouth open, sharing all your reactions – because many of our reactions come from not OK parts of ourselves, from the feelings that we learnt to feel instead of our real feelings (see page 143) and so are far from authentic. It is rare that a reaction is deeply genuine.

To move into a position to feel our authentic feelings and to be able to name them to ourselves, we need to move into the 'I'm OK and you're OK' position and changing our physiology often helps. Stand or sit with your body weight balanced, arms and legs loosely relaxed (uncrossed and unclasped). Balance your head – check your chin is neither up nor down. Breathe. Think of something positive 'I am an excellent mentor with a high EQ' – let go of any pestering thoughts. Notice how you feel, physically and emotionally. Ask yourself where these feelings come from? How do they relate to right now?

HOW OPEN ARE YOU TO AMBIGUITY? There may be many 'truths' about a situation or a person rather than a single, righteous viewpoint (take something topical from world events, e.g. Arab and Jewish perspectives, or take something from your personal context, such as different people's perspectives on a boss in your workplace).

Find a problem and find at least five possible ways of tackling it! There is rarely one 'right' answer.

There are some great activities to explore about trust and integrity (and there have been some intriguing TV programmes made about them too!). A well-known one (interesting to research amongst your friends first) is to ask what people would do (and what you would do) if you found different amounts of money lying on the pavement: is there a difference between finding:

- 5p
- 20p
- £1
- £5 note
- £10 note
- £20 note
- £50 note
- a wallet
- A passport
- A pair of spectacles
- A violin
- A guitar

Does it make any difference if you see someone accidentally drop the item?

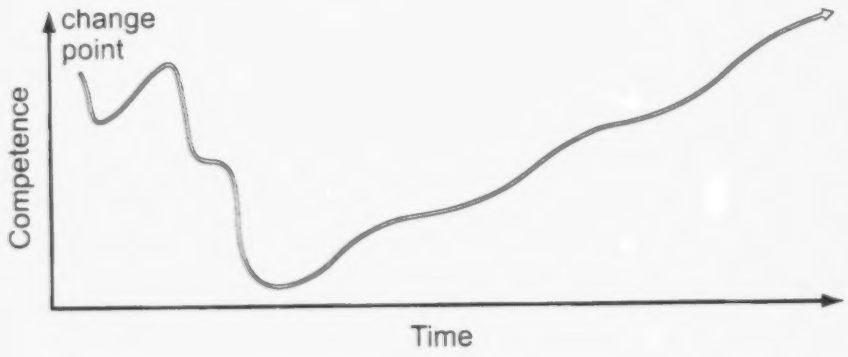
There are many other 'what ifs':

- Would you buy clothes, wear them, then take them back 'unworn' for cash back?
- Would you buy something on a credit card and take it back for cash?
- If someone tells you something confidential, who would you share it with?

Dream up some more!

How open are you to change?

Think of a positive change and a negative change you've experienced. Change – whether wanted and planned such as a new job, or a baby, or a traumatic bolt from the blue – can seem to set off a roller coaster ride which looks like this (below). Check out how your experiences of change compare with each other.



The initial response is often numbness – shock, being gob-smacked, followed by a brief spell of carrying on as we have always done – denial that anything has changed. There is often then a steep downer of frustration and depression, circling around negative BARs (see page 62) – the 'honeymoon' is over and reality seemingly looks bleak. At some point in time this bottoms out and there is a real acceptance of the reality – I am changed by my experiences, I am now a somewhat different person. Gradually there is an upward shift in our sense of competence as we gather new skills to match the new identity, integrate these and move to complete our experience of change. If we're lucky this will be a smooth journey over time because we have a clear sense of our own self-esteem and therefore self-confidence – often it may seem more like a stop/start/backwards/forwards progression.

To what extent are you open to the possibilities of this roller coaster ride that change can provoke? Are you addicted to change – the thrill and excitement of the ride? If so, this is very different from being open to change, yet is often a state that a high risk-taking adolescent may be in. Are you available for change to be slow and painstaking? Learning is a change (see page 173) that is often in this form. Are you willing to live one day at a time, ready and present in the moment to respond to the changes that present themselves?

Create some lists:

UNBEARABLE CHANGES	COMFORTABLE CHANGES

Review your lists. How do you imagine you might respond to each item? Know that reality is always different from how we imagine it to be – so do consider your 'shadow' responses too. If you can't be honest with yourself, then who can you be honest with?

Motivation

What are you passionate about? Jot some thoughts down.

What do you care about so much that you are willing to go and make a difference?

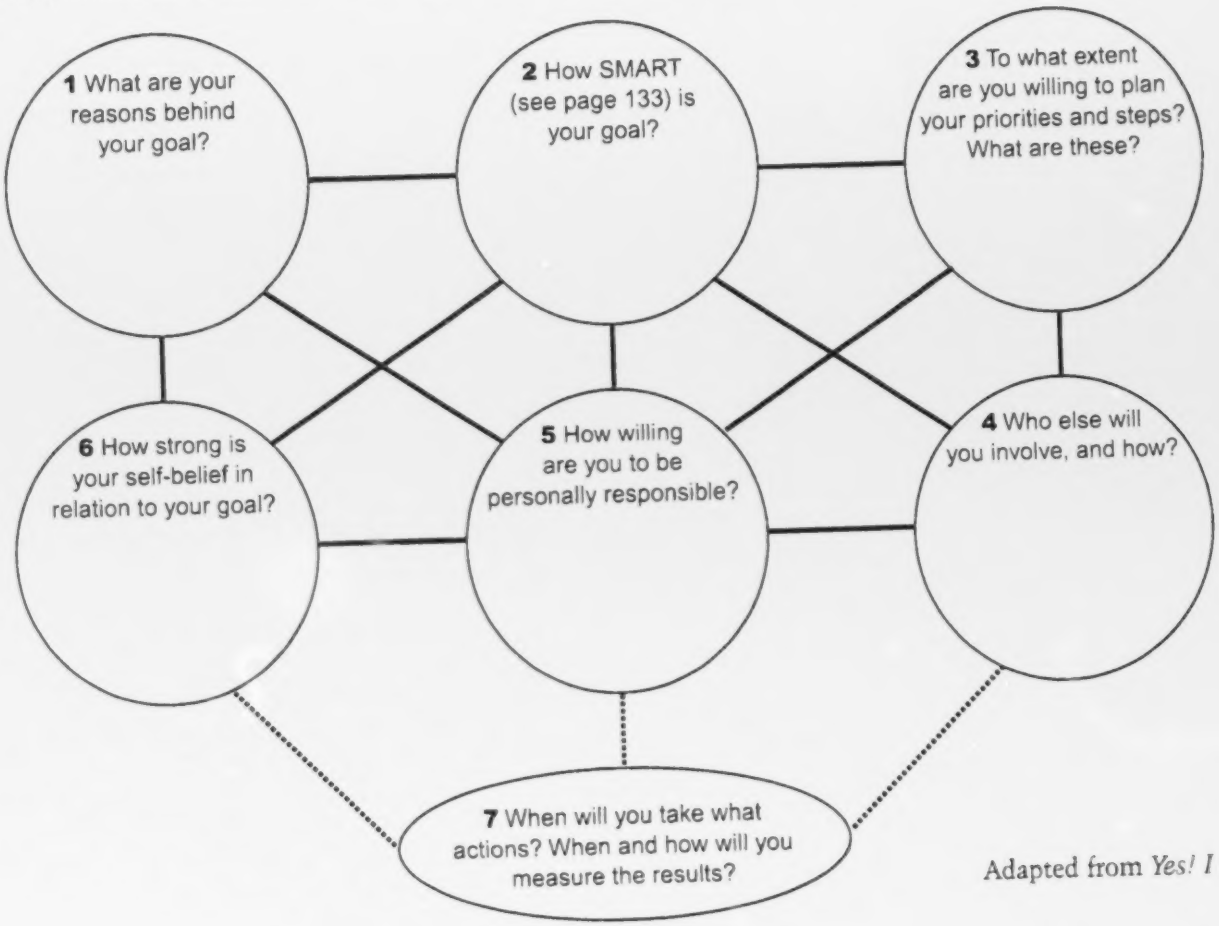
And what do you know about the multiplicity of reasons as to why you answered as you have to the above two prompts? What experiences have you had that have shaped your focus and commitment? Who influenced/s you? What philosophies and moral principles have you become loyal to in your life's journey?

A great way of considering how motivated you are is to (honestly) give yourself a score out of ten. Determine a goal for yourself or an achievement that you want to make and write it in this box:

(Ken Blanchard, of 'One Minute Manager' fame, suggests that writing down a goal increases the likelihood of achievement – and talking about it with others enhances this likelihood even further.)

Then write in each box your response to the question and score out of ten the strength of your commitment to each answer you give.

Repeat this activity reviewing your goals within your work setting and ***Getting Connected***.



Adapted from *Yes! I can make a difference*, Andy Gilbert.

Is the glass half empty or half full?

Does every cloud have a silver lining?

Research by Seligman, indicates that we learn to be optimistic or pessimistic by the time we reach school age. Which are you? Pick up a daily newspaper and ponder on what might possibly be the as yet hidden benefits within any tragic news story. If you can imagine this, you might be an optimist too!

Empathy

Can you, in your imagination, put yourself into the shoes of another person and momentarily feel how they feel? Take another look at the daily newspaper – try on different people's lives for a moment: the victim of some tragedy; the perpetrator of some horror. To what extent do you have a sense of their emotional make-up, their lively reactions?

EQ

What does the word 'service' mean to you?

EQ

Crucial to the notion of mentoring is a notion of serving others. This can be difficult because our own needs to be seen, to be altruistic, to rescue, may get in the way – usually because some of our own deepest needs have not been met. Often we project out onto others our own needs, rather than satisfy them within ourselves. So notice in what way you perceive your learner, or another, being needy – now ask yourself the question 'In what way do I have that need?' Give yourself an honest answer!

Wants and needs – what's the difference?

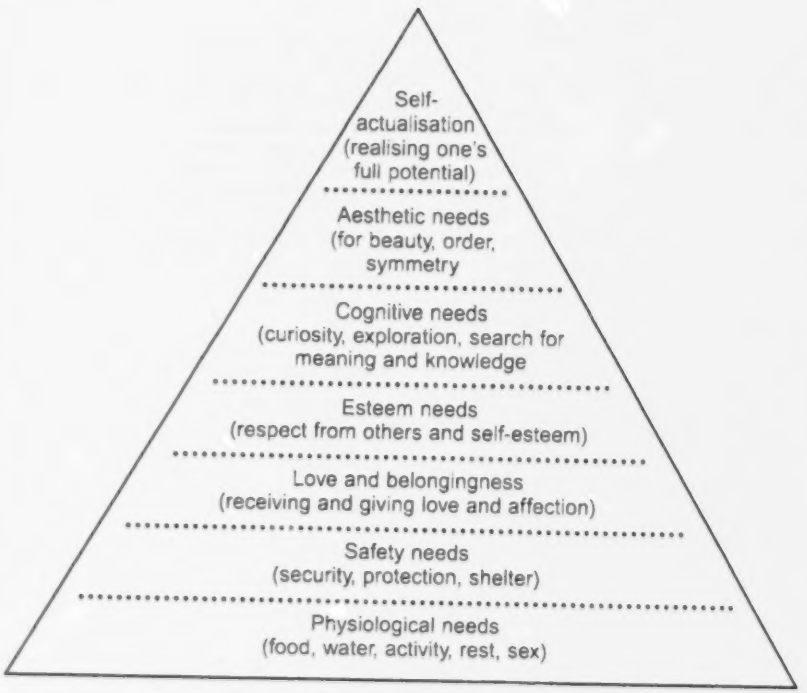
You may need to develop X-ray thinking when you hear a young person tell you what they want – in order to 'hear' the need that may be hidden in it, and to name that need aloud.

It's often easy to list all sorts of things that we want and not take them, even if offered, because without an intrinsic need we are not sufficiently motivated. For example, you might want to learn about all sorts of things, but are unlikely to do so unless you develop a personal need – even if there's a class down the road or a programme about it on TV.

What's on your wish list at present? What needs are implicit in this list? Often the needs that are buried within our wants are for intangible things – the need to be listened to, to be witnessed, to be loved, to be recognised. Many of these things you will recognise as being at the heart of ***Getting Connected***. Emotional Intelligence is being able to recognise the real needs of the person behind the actions and to be able to respond straightforwardly to them.

Sometimes people's needs become muddled: the helper's unspoken and unmet needs become the hidden agenda. So knowing ourselves fairly well is important! Getting our own needs met outside of the helping relationship is crucial.

Perhaps the most well known idea about needs comes from Maslow, who created the idea of a 'hierarchy of needs' (Maslow 1998).



If we identify and respond to the wrong level of need, our actions will be to no avail.

Cross-cultural sensitivity is often at its sharpest when we are most aware of differences between ourselves and another/others. Usually these differences will look as if they are differences in behaviours which might reflect different understandings. Often deeply embedded in these differences are different values.

Values and principles are often aspects that we are fairly unaware of on a day-to-day basis, and that we may have taken on board in an unquestioning way. Sometimes they are symbolised by goods or badges or possessions. When these are threatened because someone else has different values we are likely to get quite righteous about these values – indeed they are the stuff that wars are created from.

Cultures are not just something generated by different nations. Different families will have their own culture; each classroom will have its own too. There may be a particular village or town culture. Specific age groups will have a specific culture. There are cultures involving our ethnicity, gender, sexuality, disability. Religions often ritualise their cultures. Think about all the different cultures that you are part of and ask yourself these three questions for each:

- How do we do things around here in this culture (the unwritten rule)?
- What resources perpetrate this culture? What are its symbols?
- When I ask myself 'what is the character' of this culture, what words and phrases immediately spring to mind?

If you can do this for the cultural groupings you belong to, you will become practised in recognising what is important in others' cultures and thereby able to check on what you can non-judgementally tolerate.

Handling relationships

We all tend to establish rapport easily – most of the time. It's only when we or someone else gets it wrong that we notice. Taking a look at how we get it right can give helpful clues.

It's thought that within a few seconds of meeting someone we register and process information that we 'intuitively' glean from their facial expressions and body postures and gestures and we make decisions about how to best 'tune in' to them. There seem to be four main ways of tuning in as shown in the table overleaf.

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FEELINGS	THINKING
For some people 'How are you?' is a question they will really respond to by talking about their emotional or physical feelings – they want to be asked about and told about feelings (not to be ignored or asked for their opinions straight away). These people will tend to put their chins towards their chests and look up, raising their eyebrows. Over time this develops lines on the forehead along with eye and mouth crinkles from smiling.	Some people prefer to be initially addressed with a question that elicits their opinions and beliefs: 'Did you see that programme on the telly last night – what did you reckon on...?' They want to be respected for their ideas and not to be asked for reactions or feelings. These people will have, in time, lines across their forehead from frowning. They like to count off points on their fingers, and often put their fingertips together. They might speak in very long sentences.
REACTIONS	**DO NOTHING**
Some people like to get into some banter, or provoke a response in some dramatic way – rather than discuss feelings or become engaged in giving opinions. They might want to be moving about for quite a while. These people develop two short vertical lines about the nose – these come from peering. Leaning forwards, agitated gestures, touching the cheek and fiddling with hair are all signals of this style.	Some people prefer not to have to make any sort of response at first – they might like to make a drink or to look at something until they are ready to speak. Going for a walk together or being comfortably enough alongside each other for a while is important. These people will have still body movements and unlined faces – as they age they will look younger and younger. They may not easily make eye contact and may seem quiet.

How do you prefer to be made contact with? Can you establish rapport with each of these preferred ways of tuning in? (For other ideas take a look at NLP – Neuro Linguistic Programming.) What happens if you wrong-foot it? If you make contact appropriately – what happens then?

Draw a spidergram of your networks. Draw a picture of yourself (or put a photo) in the middle of a page, and then put the names and roles/interests of everyone you know, closer or further apart in relation to you.

KINDNESS from an adult may be a rare experience for a young person who has come to be labelled as 'disaffected'. It is important to be kind – and yet to be tough and keep boundaries.

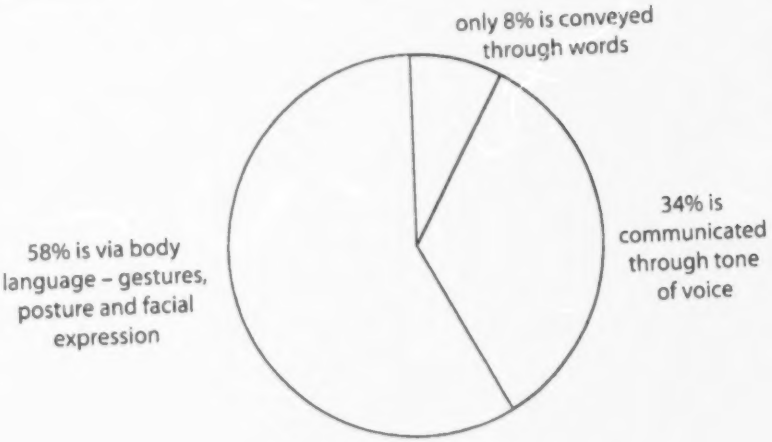
Beware of over-helping or of over-indulging. Both are things we sometimes do in order to feel better about ourselves and because we may worry that in order to be firm about boundaries we will come across as critical and judgmental (see the top left corner of the diagram on next page). Yet it is a real unkindness to be over-indulgent or over-sympathise because doing so conveys the message that 'you are inadequate'. The diagram overleaf also illustrates this problem (in the top right quarter) when we are in a supporting role with another person.

What tone of voice do you hear yourself use when you are being indulgent? When you are being critical? What sort of body language do you use when you are coming across in either of these ways?

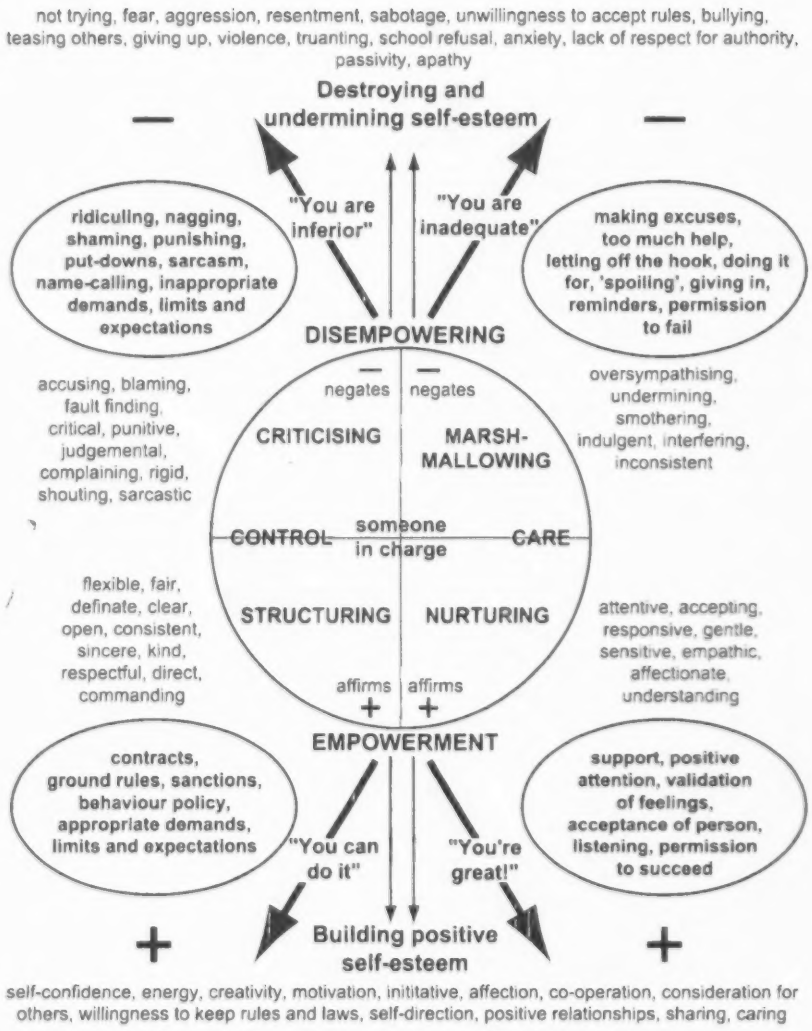
The good-enough mentor communicates a positive combination of structure and nurture.

What is your tone of voice and body language like when you are a positive combination of structuring and nurturing?

It is often suggested that when we are getting a message across (particularly if it has emotional content) then:



So – pay attention to your tone of voice and your non-verbal communication!



Susannah Temple (1989) adapted from ideas of Jean Illsley-Clarke (1978/98)

Leading a group

Two people make a group!

As a mentor, you are a responsive leader – providing the appropriate amounts of structure and nurture that you identify your learner best thrives on.

Such a leadership role means you are a **REP** of your organisation:

RESPONSIBLE and response – able. You are accountable for this learning experience – for ensuring there is a contract, that goals are clarified (yours as well as theirs) and outcomes measured.

EFFECTIVE – you see that decisions get made and abided by. You ensure there is a structure – clear steps to your joint success.

PSYCHOLOGICAL – you nurture your learner with strokes (see page 152). The biggest share you can give is to keep articulating your vision of success for both of you: describe it in detail plus the celebration and rewards you will give yourself having succeeded (see **Recognition** on page 151)

(Stephen Covey, in *7 Habits of Highly Effective People* 1999, notes that really successful people are those who can visualise the satisfaction of succeeding).

Further learning and development in different facets of EQ

Intrapersonal

Some of the ideas and activities put forward in ***Getting Connected*** are from Transactional Analysis – a psychological framework that provides a map to understand ourselves by as well as aid communication with others – the official introduction to Transactional Analysis (often known as the TA101) is a 2-day programme held all over Britain – contact The Institute of Transactional Analysis at admin@ita.org.uk, www.ita.org.uk or phone/fax 01353 724982.

A useful read for people supporting learners is TACTICS (2000) by R. Napper and T. Newton from TA Resources.

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Interpersonal

Any counselling skills or communications skills programmes will develop these aspects – contact your local college. Some of the ideas put forward are from NLP (Neuro Linguistic Programming). All these skills are now recognised as important and can be found at the Wellbeing Clinics in major branches of Boots (www.wellbeing.co.uk) as well as in adult, further and community education courses, and in service training and development in private, public and not-for-profit sector organisations.

Emotionally Literate organisations

Highly recommended is 'Nurturing Emotional Literacy' by Peter Sharp (2001 David Fulton) – 'A practical guide for Teachers, Parents and those in the Caring Profession'. This book has emerged from a Local Education Authority that is completely committed to EQ for all staff and learners. This book compares various ideas about EQ, examines emotions, provides ideas for activities and has checklists to identify to what extent an organisation and a LEA is Emotionally Literate.

Learning

This section is designed to increase your awareness of the many ways in which people learn – and to pass on some techniques that you might use in ***Getting Connected***.

It provides a summary of:

- What is learning?
- Why is learning important (and why might young adult learners think differently)?
- How do people learn?
- What is 'intelligence'?
- Choosing and using learning methods
- An A–Z of tools and techniques to stimulate young adults to learn.

What is learning?

Learning is the process by which we discover, in different ways, how the world works and how we interact with it.

We learn all the time, consciously and unconsciously, formally and informally.

Sometimes, learning takes place in times and places specifically designated for the purpose – schools, colleges, evening classes. However, much of our learning takes place in other settings – at home, at work and in the community.

We learn in different ways: by reading, listening, watching, memorising, imitating. Sometimes learning is very explicit – following instructions, taking notes from a talk, practising a skill. Other learning is absorbed almost without us realising it – this is sometimes referred to as 'windfall learning' – through a conversation, a TV programme or movie, or by finding ourselves in an unexpected situation.

With ***Getting Connected*** you'll be using mainly 'experiential' learning – or 'learning from experience'. The learners involved will be:

- Making decisions about how they want to learn as well as identifying what they need to learn.
- Taking part in practical activities which are intrinsically enjoyable.
- Reflecting on what they have done, how they felt about it and what they have learned from the process.
- Deciding whether and how to do things differently next time.

Why is learning important?

(and why might young adult learners think differently?)

Learning is an essential life skill. To move forward with our lives, it's vital that we learn from the experiences that come our way. We need to:

- Avoid repeating mistakes (although some people argue there are no mistakes, only 'unintended consequences' or 'opportunities for learning'!).
- Build on what we are good at.
- Try to fill in the gaps in our skills, knowledge and understanding where they seem to be holding us back.
- Change those things we are unhappy with.

Learning is a lifelong activity – we need to learn, continually, to develop and adapt to the changing environment.

Many of us are motivated to do so, because we are committed to our own growth and development as individuals. Also, learning has been positive for us – bringing skills and qualifications that give us access to stimulating and rewarding work.

However, for many of the young people for whom ***Getting Connected*** has been devised, learning 'sucks'. They will probably:

- ▷ Have had a bad, and sometimes humiliating, experience of education and left school as soon as they were able to.
- ▷ Be short of some of the basic and key skills.
- ▷ Lack motivational and self-management skills (such as organising their time and resources) that are essential for emotional literacy and independent learning.

Getting Connected aims to provide positive learning experiences, with a very different atmosphere from school. You'll be using activities in which the young adults are already interested – as the 'hook' for re-engaging them in learning.

Before you move on to find out more about the learning process and the techniques that people have found useful in motivating young adults, complete the following section.

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Jot down three examples of things you have learned over the last 3 months:

1.

2.

3.

For each item in the list, answer the following questions:

Was it planned or windfall learning?

Did any particular events stimulate your learning?

Did you use any of the following? If so, circle them and add others.

Friends and acquaintances

Manual

Books

Radio

Experimentation on your own

TV programmes

Demonstrator

Magazines

Computer programmes

Internet

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So how did you learn? If you were to explain how you learned best to someone else, what would you say?

Make a note here

Think about any young people you are working with – what has prompted or prevented their learning?

Make a note here

When you've completed the exercise – move on to find out more on the topic of how people learn.

How do people learn?

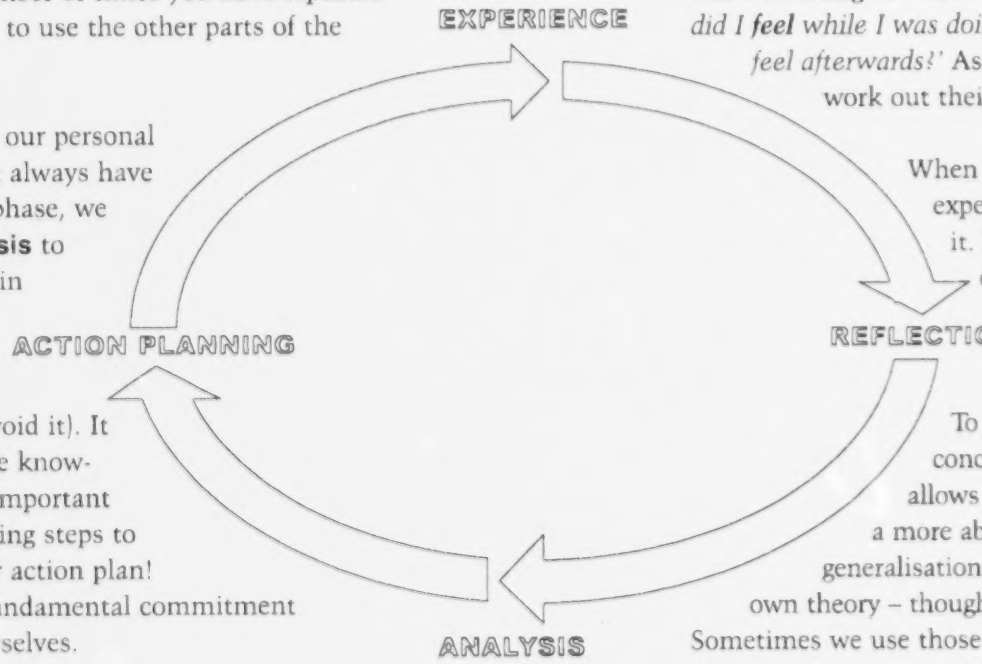
In this section, you'll be taking a look at Kolb's learning cycle (Kolb 1984) and its significance for identifying people's 'learning styles' (which are important for identifying appropriate learning activities).

Kolb's learning cycle

Kolb suggested that it is through experience and/or through analysis that we **grasp** any learning, whilst the processes of reflection and action planning **transform** a superficial grasp (which we soon lose) into personal and deep learning that is always with us, and can be built upon.

An **Experience** *might* trigger our desire to learn. It *might* be a starting point for our learning. However – we don't always learn from experience! (Think of the number of times you have repeated the same mistakes!) We need to use the other parts of the cycle.

Reflection involves reviewing the experience and our responses to it – asking, for example, *'What did I **do**?' 'And then what happened?' 'What was I **thinking** about, at the time?' 'And afterwards?' 'How did I **feel** while I was doing it/thinking that?' 'How did I feel afterwards?'* As we reflect on our experiences, we work out their personal significance to us.



Action planning emphasises our personal capacity to **change**. We don't always have to act the same way. In this phase, we use our **reflection** and **analysis** to decide what to do differently in future. It might be specifically for the next time we find ourselves in the same situation (or want to avoid it). It might involve transferring the know-how to other situations. An important part of action planning is taking steps to make sure we implement our action plan! Action planning involves a fundamental commitment to getting things right for ourselves.

When we **Analyse** a situation or experience, we take a step back from it. We try to make sense of the experience – and our responses to it – by looking at it in a broader context.

To do this we need to find a conceptual framework or theory that allows us to think about the experience in a more abstract way and make generalisations. Sometimes we come up with our own theory – though we'll not necessarily call it that! Sometimes we use those developed by others.

The young people involved in ***Getting Connected*** may need some help in going through this cycle (though beware the Rescuer role – see page 146). Encourage them to think back on their experience, trace consequences back to causes and work out for themselves why things happened the way they did.

If the young person is low on self-esteem, you may need to work on that first – it's hard to commit to an action plan if you have little faith in your ability to change.

Check out your own capacity to move through the learning cycle. Notice that if you tend to focus solely on having *experiences*, or on abstract *analysis*, then you may find that you **grasp** something for a while but then it slips away. To **transform** this into real, deep learning the internal personalising process of *reflection* is crucial – and our capacity to do something with what we are learning, by creating options to make a difference in our world, is vital and requires *action planning*.

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Learning Styles

Some people have a marked preference for one or another element of Kolb's learning cycle – leading to four key learning styles.

Activists . . .

. . . will want to get on with it – now! They often loathe theories and want plenty of hands-on experience. They tend not to believe anything until they see it with their own eyes! They'll try anything once and usually enjoy working with other people.

Reflectors . . .

. . . like to take time considering, imagining, talking around, seeing other people's perspectives – all of which emphasise their need to value, properly, their own responses and maybe those of others. Sometimes, they will be cautious before making a move. They enjoy observing others in action.

Theorists . . .

. . . want an abstract and elegant framework in which to understand their world – they may not mind if the facts don't always fit. Theorists like to speculate, read, listen to lectures and talks. Sometimes they can seem 'airy fairy' or detached.

Pragmatists . . .

. . . tend to be great list makers. They will search for new ideas or techniques that might apply to their situation. They will prepare carefully for what needs to be done. They like to get on with things for which there is a clear purpose.

Do you have a preferred learning style?

Do you recognise any of the above traits in people that you know?

What effect does a preferred learning style have on the methods you use with learners?

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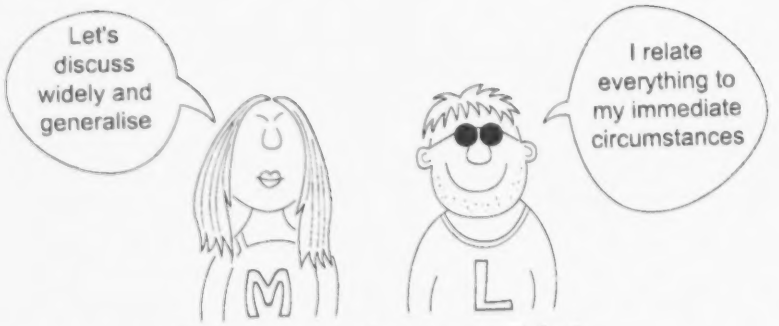
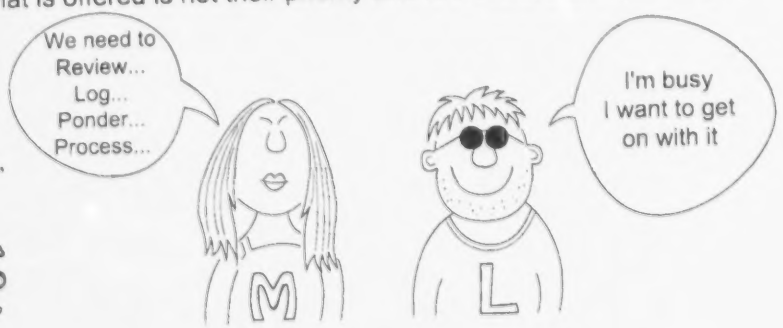
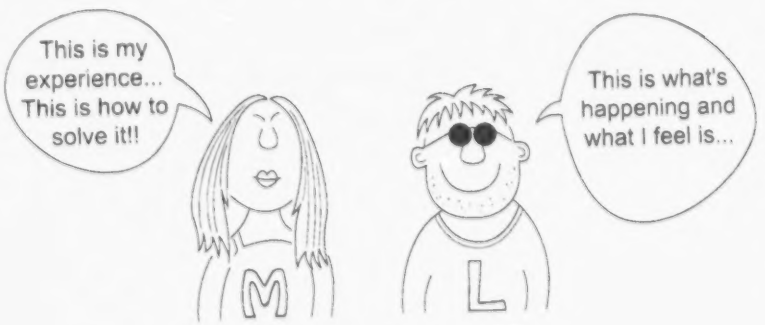


Theorist Pragmatist

When this is productive then the learner generates different levels and breadths of understanding. When it doesn't work out, the learner only sees what is offered is not their priority and is therefore uninteresting and unusable.



Reflector Activist



Activist Reflector

To be productive a small step-by-step approach to encourage the learner to use reflection processes.

- Finding out preferred learning styles can really help everyone involved.
- Mentoring is supported if the mentor develops some REFLECTOR skills.
- Different learning style preferences of mentor and learner can be best in enabling insight and change.
- Strong differences in learning style preferences are likely to be frustrating and less productive unless learner and mentor engage in serious discussion about learning and appreciate each other's styles.

Another way of looking at 'learning styles' is to consider what we mean by the word 'intelligence'. So let's do it! . . .

What is 'intelligence'?

What do you think of as intelligence? Traditional IQ tests imply that there are three main areas of aptitude – logic, linguistic and spatial – for which they have been much criticised. (They have been criticised for many other things too but that's another story!)

Many people have suggested that we have a wide range of intelligences. Howard Gardner (1993), for example, suggests there are eight (possibly nine) and that we each have a different pattern of strengths in each area of intelligence (Gardner 1999). His eight are:

Interpersonal	**Naturalist**
Musical	**Bodily-kinaesthetic**
Visual/spatial	**Intrapersonal**
Logical-mathematical	**Linguistic**

And a possible ninth is **spiritual intelligence** . . . see Gardner (1999) for a discussion of this.

The main characteristics of each type are set out on the following page. Most people have a tendancy towards a particular intelligence – it is their 'starting point' when they learn.

Do you consider we all have innate potential in all the above areas?

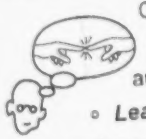
Can we develop our strengths further, as well as those areas we perceive ourselves to be less able in?

What do you consider are your strengths? How does this affect the way you learn?

Which of the intelligences do you think are at work at each stage of Kolb's learning cycle?

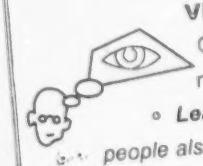
The characteristics associated with different intelligencies

Interpersonal



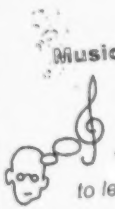
Can help with difficulties between people ◦ Sensitive to others' moods and reactions ◦ Interested in how others think and feel ◦ Involved in clubs and/or community activity ◦ ***Learning tip:*** *These people enjoy teamwork, discussing and co-operating with others*

Visual/spatial



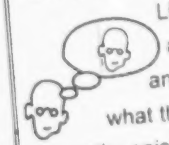
Good sense of direction ◦ Observant, sees things, others don't notice ◦ Sees things clearly in their mind's eye e.g. a familiar room ◦ ***Learning tip:*** *It might help to use films, slides and videos. These people also use charts, diagrams and maps easily.*

Musical



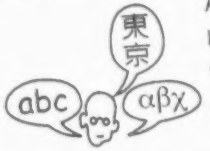
Enjoys sounds in nature ◦ Interested in music ◦ Enjoys hearing and/or making music ◦ Good sense of rhythm and/or melody ◦ ***Learning tip:*** *Music is an obvious choice of technique. The ability to learn and retain – lyrics can be readily used as a trigger for other learning.*

Intrapersonal



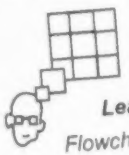
Likes to daydream, imagine, fantasise ◦ Appreciates privacy and quiet for working and thinking ◦ Understands their own feelings and thoughts and why they do things ◦ Ponders on the relevance of what they are doing and learning ◦ ***Learning tip:*** *People with these strengths enjoy doing things independently. They often enjoy keeping a diary or learning log.*

Linguistic



Appreciates plays, poetry, books, radio, conversation – enjoys language ◦ Fluent expressive talker with well developed vocabulary ◦ Good at explaining things • Likes to write things down ◦ ***Learning tip:*** *Linguistic people learn well from books, tapes, listening to others. You might use their appreciation of language to 'study buddy' them with those less skilled in these areas – perhaps someone with complementary strengths/interests.*

Logical

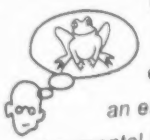


Likes logical explanations ◦ Arranges tasks in a sensible, orderly sequence ◦ Looks for patterns and relationships between things ◦ Approaches tasks/problems in a logical step-by-step manner ◦ ***Learning tip:*** *Logical people like to solve puzzles and problems. Flowcharts and diagrams make sense to them.*

Bodily kinaesthetic

Skilful when working on practical things ◦ Enjoys sports, games, physical exercise ◦ Likes to be moving, doing or touching something they are learning about ◦ Remembers best what they have done (as compared to seen/heard) ◦ ***Learning tip:*** *Kinaesthetic people like to deal with problems physically – get 'hands on'.*

Naturalist



Keeps pets ◦ Can recognise and name plants • A keen gardener ◦ Familiar with the effects of the seasons ◦ Interested in astronomy, evolution and the origins of the universe ◦ ***Learning tip:*** *Work on an environmental project would be a useful starter – they consider environmental issues the most important of our times.*

Mark the characteristics that best describe you, to find out which is your strongest intelligence.

Were you born with that preference, or do you think you have learned it?

Why is your instinctive intelligence important? Because it helps to determine the ways in which you learn most effectively. Which leads us into the next section . . .

Choosing and using learning methods

All too often, teachers and mentors use the learning techniques that work best for themselves – which isn't always best for someone else!

You need to be comfortable and skilled with the techniques you use but the choice of technique must be based on the **learner's** preferred style and instinctive intelligence.

Young adult learners, who have gained little from schools and colleges, are more likely to be stimulated by activities and projects that allow them to develop **practical** skills alongside inter-personal skills.

They must be able to see the **relevance** of learning to their immediate needs and interests. It's crucial to find the right context and application for their learning.

The process of **reflection** – of thinking about their experience to extract personal key learning points – may be unfamiliar. Many of them prefer to avoid insight by escaping into activity. They like to **do** things but not to think about them. They prefer to **feel** – though, in some cases, they cut themselves off from feeling, rather than consider the impact of their feelings on the behaviour of themselves and others. (Also, by avoiding thinking about feelings, they can avoid thinking about forces they find difficult to understand.)

It may be that only by doing something wholeheartedly a person feels fully alive. (In his autobiography Richard Branson says he is only really aware of feeling when he is flying or hot air ballooning.)

Returning to Kolb's Learning Cycle – what are the crucial questions you need to ask yourself?

*What **experiences** has this young person had? What have they really enjoyed doing? How has their personal history shaped them – and how much do they recognise this? What motivates them?*

*What opportunities can be created to provide this young person with other **experiences**?*

*How ready are these young adults to **reflect** on the significance of their experiences? How might you encourage them? What structures and activities might help?*

*How do these young adults currently make sense of their world? What might help them to put their experiences into a wider framework? How can you help them develop the skills required for **analysis** – while*

ensuring that they have ownership of their own frameworks? How can you elicit their own theories or models to explain how and why?

*How familiar are these young people with **action planning**? What skills and intelligences might they be lacking? How might these be developed?*

What activities can help them with making decisions about 'doing it differently, next time'?

Before turning over, add some more ideas to these:

How many of these did you come up with?

Circle the ideas that are unfamiliar to you. (*Where can you find out more?*)

Put an asterisk * beside those that don't involve paper and literacy skills.

Underline techniques that work best for you.

Double underline ways that might work best for a young person.

Experience
- role play
- experimenting
- activities
- projects
- being there
- playing games
- simulation
- work
- doing it
- visits

Reflection
- storytelling
- brain storming
- lifelines
- maps/sociograms
- free writing
- discussion using 'I' statements
- thinking aloud
- listening
- observing and watching – case studies, TV, real life
- keeping a learning log

Analysis
- sequences
- debate/discuss
- snowball
- argument
- maps
- summarising
- hypothesising
- flowcharts
- research
- bullet points
- matching
- reading
- internet surfing
- define
- tutorials/seminars

Action planning
- contract
- visualisation
- creating an 'if' story
- 'consequences'
- rehearsal/role plays
- checklists
- diamond ranking
- storyboards
- post-it reminders
- action points
- project planning

To what extent does your preferred range of activities match your learning style?

Many of these methods are covered in the range of tools and techniques on page 188.

And how do you decide which activities to use?

To provide real choice for the learner, you should always have at least three different activities up your sleeve, all leading to the desired end.

One method	=	No choice
Two methods	=	Dilemma
Three + methods	=	Real choice

Then **let the young adult(s) decide** which path to follow. It's empowering, gives extra practice in decision-making skills, shows that you trust and respect them . . .

You might prioritise by **diamond ranking** – which is one of the techniques covered in the following section.

An A-Z of tools and techniques to stimulate young adults to learn

Advocacy

One person has to present an argument on behalf of another. The learner may take on an advocacy role in relation to someone else – for real, or through role-play or simulation. Advocacy is useful for practising reasoned arguments and dealing with difficult situations or opposing beliefs. Recording the session opens the door to future reflection and analysis.

Brainstorming

There is a ground rule in a brainstorm that 'anything goes' for a specified period of time (about 10 minutes will do). All responses to a question posed (or a problem needing solutions) are jotted down on a flipchart or board without judgement, censorship or qualification. At the end of this time period there is a short break, after which everyone reflects and sorts out ideas for real-world situations. Brainstorming is useful for prompting and developing creativity in order to solve problems or formulate plans.

Cartoon

A scenario or short sequence of events is drawn, with the final frame(s) left blank for the learner to complete with what they predict will happen next. Useful for exploring consequences and developing prediction skills.

Case studies

These are carefully written/taped examples that demonstrate a theory in practice. They can be presented incompletely (in a similar vein to the cartoon technique) to allow the learner to predict the outcomes. Completed case studies can be used as a stimulus to discussion – using reflection and analysis to identify and prioritise alternatives.

Categorisation

This involves either **matching** or **differentiating** items – a useful analytical tool which can sharpen up thinking skills. For example:

- ☐ Collecting all the information available locally about drugs and sorting it by (i) drug type (ii) neighbourhood of help agency (iii) degrees of risk.

- Identifying the differences between passive, aggressive and assertive behaviours. Try watching a soap on TV and as different characters behave in each of the above ways, call out the category.

Collages

The learners make collages of pictures, photos and other materials, compiling them in creative ways making a pattern of ideas that are personally significant.

Continuums

These can help the learners decide where they stand in relation to an idea or event and for measuring any changes over time. You can use a piece of paper or the floor. In either case, an actual or imaginary line is drawn, with each end of the line representing something – for example:

- *Scale* of 1–100.
- *Range* from 'like' to 'dislike'.
- 'Frequently' to 'never'.

Learners are asked to place themselves or a concept card (and therefore their opinion) on the line. For example, groups exploring ideas about:

- **Family life** might have a set of cards each with a family 'rule' on, and a line which represents at one end *'I believe this is acceptable'* to *'I believe this is unacceptable'* at the other end.
- **Sex** might have a number of sexual activities written on different cards and the line might represent 'Safe' at one end and 'Very risky' at the other.

Each person takes it in turns to put the next card on the line, perhaps giving their reasons for doing so, with an opportunity for others to disagree and move it.

Photos or written notes of this exercise can be used as evidence for assessment purposes.

Creative visualisation

This starts by asking the person to relax, then continues by asking her/him to imagine her/himself in another situation and talking through by introducing various unpredictable happenings (slowly). After some time, ask the young person to come back in to the now and tell what they imagined. It can be used to rehearse or to explore the pros and cons of optional courses of action. It provides safe practice and an opportunity to reflect. It can also be followed up with analysis.

Creative writing

This may be the only way that a young person can comfortably put across their personal story (for example, *Once in a House on Fire* 1998, by Andrea Ashcroft). It can provide a way of remembering, but

slightly detaching themselves from the past. One worker described how a young person brought him a chapter each week, yet would never talk directly about the experience. Creative writing includes stories, plays, TV/radio commercials, film scripts and letters.

Definitions

Coming up with one or more definitions of a word or phrase can increase the young adult's analytical skills. You might encourage them to explore contexts in which it may have a different meaning. It can also help to uncover opinions and beliefs held about the world. Sexual vocabulary can be interesting!

Demonstration

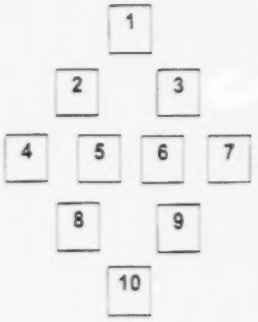
One person shows how to do something – ideally breaking down a sequence of tasks into steps while explaining aloud their rationale and methods. Very useful if taped for replay. Copying part or all of the demonstration is useful for acquiring new skills.

Diamond ranking

This is a way of prioritising ideas, beliefs, preferences and so on, either individually or co-operatively in a group. Post-it notes are helpful here, or file cards.

- Each idea (belief, goal, etc.) is written on a single post-it note or card. Those that are not wanted are discarded and blanks are available for any new ideas that are prompted.
- Each person arranges the post-it notes in a diamond shape where number 1 is favourite and number 10 is the least liked (stop at 6 if few ideas are forthcoming).
- If using this technique in a group, then each person writes their number on the back of the post-it note they are using and then all place their own post-it notes on the group diamond.

Note: this requires co-operation



Drama

This goes beyond role-play in that there is usually a script and an opportunity for rehearsal. The drama might be written and produced collectively, or by an individual, and is seen, heard and responded to

by an audience: perhaps a group of peers, strangers, professionals – or a mixture of all these. Drama can have a very powerful emotional impact on the audience, and provide insights in a way that theoretical writings do not. Drama is useful, then, to those who act in it and also to those who participate in other ways, including the audience and those who write and produce. (Consider Forum Theatre, a radical form of drama used to create community interventions.)

Flowcharts

These are diagrams that show options and the actions that arise out of the various options in a sequence over time. Flowcharts strengthen analytical and consolidation skills. Perhaps, when a learner has explained something to you, you could encourage her/him to represent it as a flowchart.

Games

These are designed for young adults to illuminate particular concepts. They can have a high impact – for example ***Star Power*** explores the dynamics of large groups, power and prejudice very effectively. Available from The National Youth Agency (17–23 Albion Street, Leicester LE1 6GD), which also produces a number of other games designed for use with young people.

Interactive CD ROMS

Commercial training companies have produced these to include time management, assertiveness and budgeting. Usually, you watch a scenario and then have to make a choice, from a given list of options. You then see what happens as a result of the choice made.

Interviews

Interviews provide learners with an opportunity to use their interpersonal skills and ask questions to gather information and opinions. TV chat shows have a variety of interview formats – to be observed or to be re-created and used for fun.

Learning log or diary

This provides a way of capturing an experience and reflecting on its significance. It can be really useful to see one's own development over time. Some people extend a diary sheet to contain a section on their thoughts, analysis and (action planning) what they are going to do next.

Lists

Are part of many learning processes. It is often important for the list to be accessible to the user – this requires organisational skills.

Mindmaps

Mindmaps are a useful way to describe and explain a concept or idea and unpack the elements so that you can see more easily what you know. You put the topic in the centre, perhaps giving it a symbol that characterises it, and then develop branches of connected thoughts and ideas around it, making links between the branches.

Mnemonics

These can be fun to construct and help to imbed learning. Try this one for Multiple Intelligence: Loveable Lads In India Make Very Bad Noodles!

Observation

Can provide safe opportunities to reflect, analyse and action plan. You can use pre-recorded TV (fact or fiction) or real life. You need to be clear what to look out for. You might, for example, ask the young adults to comment on the body language.

Probabilities

In this activity, people score – out of 10 – how likely they think different outcomes are. It is useful in risk assessment and develops thinking and prediction skills.

Project

This usually involves researching and, as a result, creating a product or service. It always involves planning. It is helpful if it is ***S M A R T***:

- ***S*** pecific goal
- ***M*** easurable outcomes
- ***A*** chievable realistically
- ***R*** elevant
- ***T*** ime-scaled

(See also page 133 in the **Mentoring** section)

Questions and answers

There are four main types of question – and these are covered in the **Mentoring** section, page 131. You might explain the different types to the young adult learners and encourage them to find out how different phrasing gets different results.

Quizzes

These can be fun, if they are relevant, pacey and there is motivation. They can be deadly if too difficult, school-like or irrelevant. They are useful for consolidating information and are best done in teams, as pub quizzes have proven!

Rehearsals

These are similar to simulation, but with lots of opportunities to stop and start. Any observer can give their suggestions about how to act the part or to do the task differently.

Research

Research involves an individual or a group finding out particular information. It needs a plan and some questioning skills. It usually involves using reference materials and is good practice for indexing skills and list reading. Finding out how to find out and where the information may be available is often part of the process too!

So long as the learner is motivated, this can be a useful, elaborate and in-depth route to seeking the answer to a question. It may involve talking to people and provide practice for interpersonal skills. Could involve using the internet and practising IT skills.

Role-play

This involves pretending to be someone else in an unscripted artificial situation and therefore requires a willingness to act. It may seem unreal and irrelevant to some learners. Although 'acting' may inhibit some (for whom simulation is more effective) for others there is the opportunity to try out new behaviours, beliefs and emotions, and to put oneself in another's shoes. Debriefing is crucial – giving the person an opportunity to clarify how they are different from the part they play and how it felt to play that role.

This requires more time than a simulation and longer for setting up and debriefing. These are vital parts of a role-play and should not be under-estimated.

Sequencing

These activities can be very useful for exploring options and outcomes, or the origins of an idea or an experience. All forms of patterns are good starting points for analysis, post-it notes are useful to move about specific steps in the sequence and the table edge can make a useful time line!

Simulation

This is rather like role-play but requires participants to be **themselves** (rather than someone else) in an artificial situation. Useful to get an insight into how you might spontaneously react. Needs clear ground-rules. Takes at least twice as long for debriefing and discussing implications as it does to run the simulation (see **Role-play**).

Sociograms

These show the relative distance and closeness between people in a relationship – for example, the group dynamic, or the degree of risk of various options in a situation. Drawings, post-it notes, buttons, stones or sculpting a group of real people are some possible tools.

Spidergram

Another 'mapping' exercise, this can be done bodily or on paper. Usually a person puts her/himself in the middle and puts people or things at different distances to show how they see them relating to the self. Useful for explaining relationships, communications and prejudices.

Storyboard

Rough drawing or posters to show a sequence of events. Useful to practise predicting outcomes or presenting options. Much used in the advertising industry when thinking through campaigns and TV commercials.

Storytelling

This may use real experience or fictional examples. It can be useful to safely explore emotional reactions and to give explanations. Brief stories are very helpful to illuminate theories; they make them vivid and meaningful.

Tapes (audio and video)

These can be used to record interactions, presentations, role-plays and simulations. Not only can these be useful evidence for assessment but they can also be helpful to replay and constructively identify alternatives. A tape might also be the outcome of research or a project.

Teaching

Watching or listening to someone else is often a good way to develop and consolidate one's own learning. The teacher needs to get the message across in a way that the learner can respond to, with their own experiences of feeling, thinking and doing. It helps to ensure a journey around the Learning Cycle (see page 178) during the teaching process.

Telephoning

Is a useful way of explaining how tone of voice affects communication, and practising information-gathering skills. An answerphone can be used to record these experiences for later communications analysis and action planning.

Time lines

A horizontal axis is drawn on a piece of paper from the year of birth, in the left hand corner, to some future specific date in the right. Significant events are noted above and below the line to show positive and negative experiences. This can prompt later discussion about significant events and their impact today.

The following activity from Neuro Linguistic Programming also uses creative visualisation:

The learner stands and imagines a line from the back of their feet going back to their birth – and a line into the future. They walk into their future describing what happens. At any point where they do not like this future, ask them to visualise an alternative line from their feet at a very slight angle. This alternative is created by a different decision or action at the point of 'stickiness'. Useful for goal setting.

Video

- Creating the video can be the outcome of a project . . . or the stepping stone to analysis. Video-recordings of simulations, role plays, discussions, presentations, other programme activities or ordinary everyday interactions can be illuminating, when watched with a critical, caring and constructive eye. Allow lots of pauses and positive questioning: *How could it be different here? What were you thinking?*
- Watching a video for information or ideas (as opposed to recreation) needs careful planning, or learners become too passive. Show a maximum of 7 minutes at any one time before stopping to discuss. Ask a question beforehand, to hook attention and discuss answers at the end of the 7 minutes. Then replay, having asked questions about detail. Repeat, with the next segment.

Visits

Can be helpful in providing information while demystifying power and authority. Plan it carefully – together. Sort out, prior to the visit, what you want to find out or look out for. Ensure lots of discussion afterwards (and during the visit, if possible). Trips for pleasure can enhance relationships and informal learning.

Witnessing

The mentor can be very useful in mirroring back what they see and hear a young person begin to achieve – and also in keeping notes, or recording verbatim on their behalf. The act of witnessing can make the experience seem real and significant. Statements made by witnesses (written or oral) can be used as evidence in the portfolio.

For more support on learning, see the series, *Adult Learning Matters*, published by Oxfordshire County Council. Tel: 01865 772198.

Assessment

This section introduces you to the ways in which assessment is used both to review and forward plan a learner's progress. Formal accreditation of achievement is covered in the freely available *How to Obtain Accreditation* guidance document from www.gettingconnected.org.uk. In this section, you'll be encouraged to consider:

- What is assessment?
- Who assesses?
- When should assessment take place – and why?
- How do you assess?
- How to give feedback constructively
- How to record achievements
- An A–Z of assessment (and evidence of achievement)
- So should you go for external accreditation?

What is assessment?

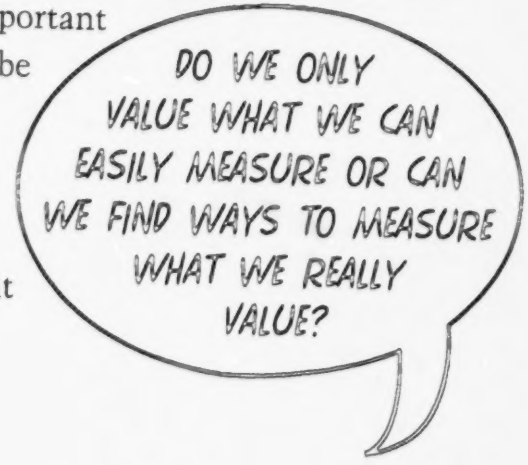
Assessment involves making judgements about whether or not a young person has achieved learning of any kind – not simply achievement of one or more of the framework's learning outcomes – as a result of her/his participation in an activity and/or project.

The **process** of assessment is valuable for all learners. Handled sensitively, it can demonstrate your trust in the learner. It helps to build motivation and self-esteem (*Hey, I really did that!*) and allows the learner both to track progress and build on it – in a plan for future development. All useful skills/qualities for later life.

So ... whether you decide to go for accreditation or not, assessment is a key part of your role in ***Getting Connected***.

There are various elements to the assessment process. To be sure that these are truly **learning outcomes** (something that the learner can do now that s/he couldn't do before), it's important to make a **baseline assessment** at the beginning of the project, which can be compared with the **final assessment**. It's also useful to make interim assessments at regular intervals – both to monitor progress and to diagnose (if necessary) why progress is not being made.

It is just as important to have **assessment** methods and procedures that suit the learner, as it is to have young-adult-centred methods of **learning**.



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Who assesses?

Within your organisation there are three main groups of people who may be involved in assessing individuals' learning internally:[5]

The young adult learner (self-assessment)

- ☐ Clarify the specific learning outcomes so that you are both clear about aims (see **Contracting** page 139).
- ☐ During sessions, encourage the young person to reflect and think about the process and progress of their learning.
- ☐ Encourage your learners to develop their opinions about their work and progress.
- ☐ Encourage learners to record their learning, regularly, in a learning journal, checklist or on to an audio tape (this will form part of the portfolio of evidence).

Other young adults (peer assessment)

Peers can help each other with their assessment by:

- ○ Discussing the learning as it takes place.
- ○ Working in groups and offering feedback to each other.
- ○ Pointing out unplanned 'windfall' learning, during discussions.
- ○ Offering feedback on presentations made, as demonstrations of learning, by fellow learners.
- ○ Providing witness statements.

The mentor

- ▷ You'll be regularly assessing your learners' progress towards agreed learning outcomes.
- ▷ By developing familiarity with all the learning outcomes you will also be able to notice and assess any 'windfall' learning (share this as soon as you notice it, so the experience is fresh in the young person's mind).
- ▷ You can provide witness statements.
- ▷ Share both types of assessment with your learners so they know how they are doing.
- ▷ You can then plan together what to do next.
- ▷ Record the assessment as soon as possible. (If you are working towards accreditation, you would then pass your assessment on to an internal moderator for checking.)

When should assessment take place – and why?

There are five main **stages** at which assessment takes place – each with its own particular **purposes**.
These stages are:

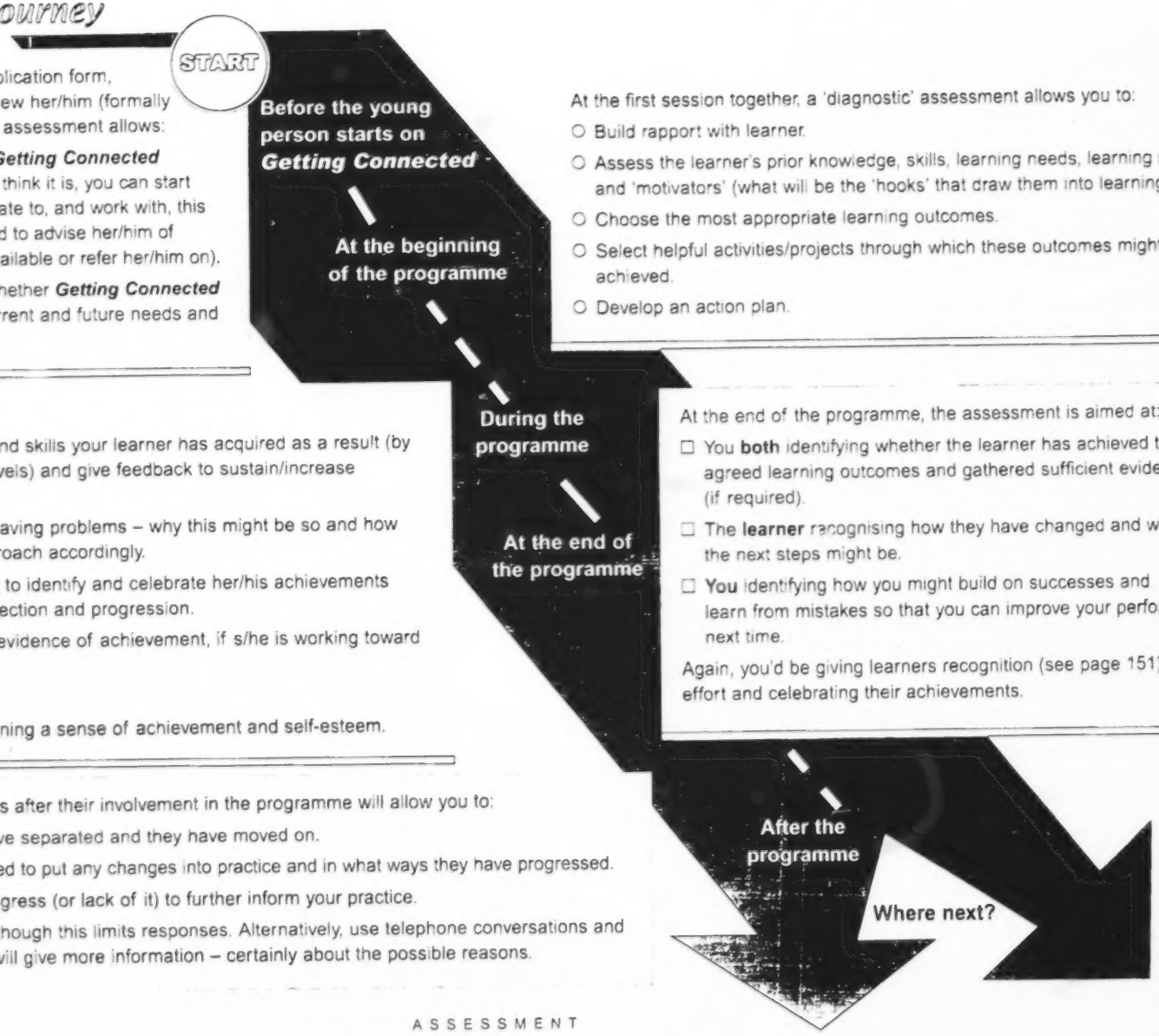
Before the young person starts . . .

At the beginning . . . **During . . .**

At the end . . . **After your work together . . .**

[5] If you go for formal accreditation, then a fourth group – the external moderators – will also be involved. The external moderator doesn't assess directly but checks the quality of the mentor's assessment and the internal moderation procedures – please refer to the *How to Obtain Accreditation* document available at www.gettingconnected.org.uk.

The assessment journey



Whether you look at an application form, phone the learner or interview her/him (formally or informally), this stage of assessment allows:

- ☐ **You** to decide whether ***Getting Connected*** would be suitable (if you think it is, you can start thinking about how to relate to, and work with, this person. If not, you'd need to advise her/him of different opportunities available or refer her/him on).
- ☐ **The learner** to decide whether ***Getting Connected*** is likely to meet their current and future needs and interests.

At the first session together, a 'diagnostic' assessment allows you to:

- ○ Build rapport with learner.
- ○ Assess the learner's prior knowledge, skills, learning needs, learning style and 'motivators' (what will be the 'hooks' that draw them into learning?).
- ○ Choose the most appropriate learning outcomes.
- ○ Select helpful activities/projects through which these outcomes might be achieved.
- ○ Develop an action plan.

During sessions, **you** will:

- ▷ Find out what knowledge and skills your learner has acquired as a result (by comparing with baseline levels) and give feedback to sustain/increase motivation.
- ▷ Identify – if the learner is having problems – why this might be so and how you might modify your approach accordingly.
- ▷ Encourage the young adult to identify and celebrate her/his achievements and develop a sense of direction and progression.
- ▷ Help the learner to gather evidence of achievement, if s/he is working toward formal accreditation.

The **learner** will:

- ▷ Chart her/his progress, gaining a sense of achievement and self-esteem.

At the end of the programme, the assessment is aimed at:

- ☐ You **both** identifying whether the learner has achieved the agreed learning outcomes and gathered sufficient evidence (if required).
- ☐ The **learner** recognising how they have changed and what the next steps might be.
- ☐ **You** identifying how you might build on successes and learn from mistakes so that you can improve your performance next time.

Again, you'd be giving learners recognition (see page 151) for their effort and celebrating their achievements.

Assessments of the learners' progress after their involvement in the programme will allow you to:

- ○ Show you care, even when you have separated and they have moved on.
- ○ Find out whether they have continued to put any changes into practice and in what ways they have progressed.
- ○ Identify the reasons behind the progress (or lack of it) to further inform your practice.

You might do this by questionnaire – though this limits responses. Alternatively, use telephone conversations and chance or planned meetings. These will give more information – certainly about the possible reasons.

The benefits of assessment can be expressed as a mnemonic:

A demonstrates **a**chievement, enabling young adults to take pride in their progress.

S introduces them to the notion of **s**elf-assessment as a useful, on-going aspect of adult life.

S is something that can help the mentor and assessor, working together, to make decisions about where to **s**tart, where to go next and how best to work together.

E can be an **e**ntry point into further education, training and employment.

S **s**upplies mentors with feedback about their effectiveness.

S allows learners to **s**ee how well they are progressing and give them a sense of direction.

M provides **m**otivation for learners and mentors.

E enhances the **e**valuation process.

N allows all concerned to **n**ote changes in skills and behaviour, attitudes and values, knowledge and understanding.

T can demonstrate **t**rust in the learner's capacity to achieve and progress.

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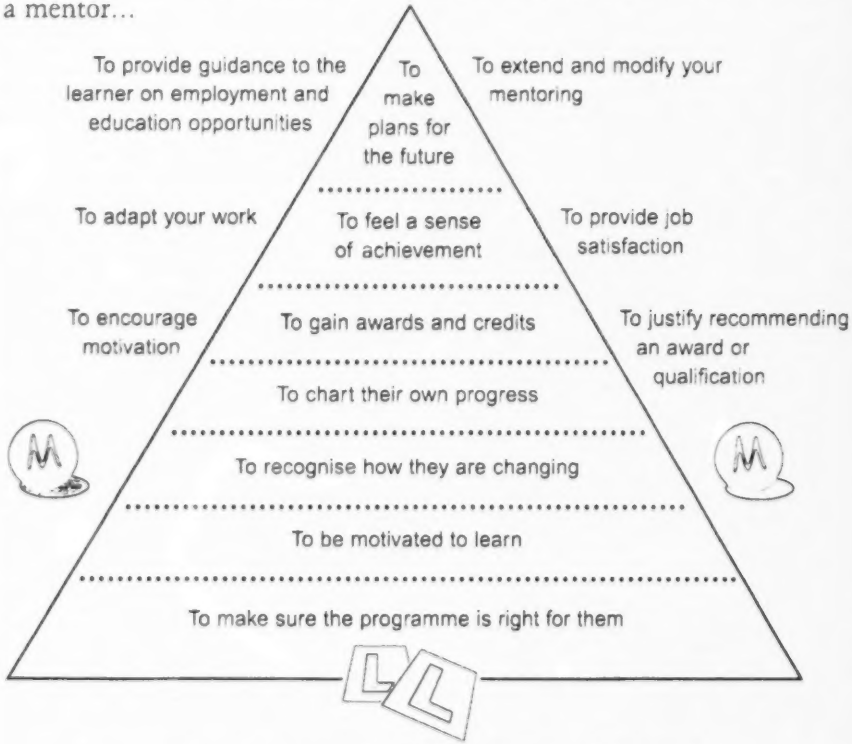
Another way of looking at the benefits of assessment is shown in the following diagram.

Inside the triangle are the reasons learners appreciate assessment...

Around the triangle, you'll find corresponding benefits for your role as a mentor...



Assessment: supporting the learner and the mentor

How do you assess?

What you do at the beginning of the programme is slightly different from what you do during the programme.

- Diagnostic assessment – undertaken at the beginning of the programme – identifies where the young person is (point A) and where s/he wants to be (point B).
- Assessment during the programme, identifies the extent to which the learner has moved from A to B. This might be 'summative' (has s/he achieved it?) or 'formative' (which elements caused problems?).

Diagnostic assessment

This initial interview is crucial, as it is the learner's first real contact with ***Getting Connected***:

- ☐ The quality of your **rapport** with the learner will determine whether or not s/he is motivated to achieve any of the learning outcomes. Can you establish a relationship that will develop into a real partnership?
- ☐ The quality of your **assessment** will determine whether the learning programme they embark on is tailored to their needs and interests, values and motivation, learning style or natural intelligence. It will allow you to decide the most appropriate:
  - Learning outcomes (realistic, relevant, achievable).
  - Context for learning – choosing projects and/or activities and/or themes which will have the most appeal (and identify which of the outcomes – chosen or otherwise – can be achieved through these activities).

You'll also be agreeing a 'contract' that will determine, for example, how often and on what terms you are going to meet, to check on and record progress (see **Contracting**, page 139).

Diagnostic tools and techniques

When working on appropriate learning outcomes with a young learner, you might create a **'know-how' flow chart**, by recording on a sheet of paper answers to the following questions:

1 *'What is the most important thing you want to do at present?'* (Anything goes)

2 *'What do you need to know how to do, before you can do this?'* (There might be several responses – write them all down)

3 *'What do you need to know how to do before you can do that?'* (Pointing in turn to each of the answers recorded in stage 2)

You carry on in a similar fashion until you arrive at an understanding of things they know how to do now and those they do not.

You should be able to see, by this stage, into which area(s) of the curriculum these learning needs fall and which Units, Learning outcomes and criteria are appropriate.

This forms the basis of a learning plan.

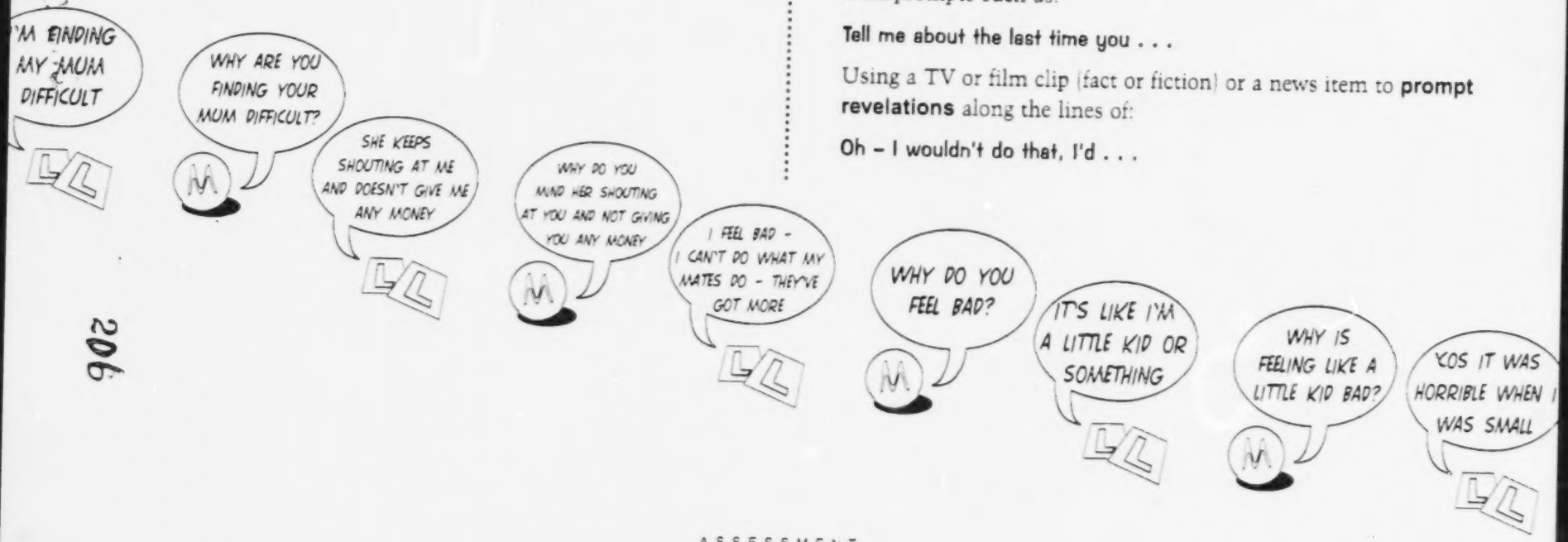
Some of the information you need will arise naturally, in the course of conversations. You'll not get the full picture at the first meeting but will refine it at each subsequent meeting.

Other techniques you might use to elicit further learning needs include:

- **Asking for ten reasons why.** When you have agreed ground rules about confidentiality, time limits and the purpose of the exercise, you set up a dialogue in which your role is to ask 'Why?'. This can be challenging!

  Ask the young person to tell you what they find a real difficulty in their lives at present – your role is to echo back what they say with a why question, keeping the focus on the young person's role in the difficulty. Pursue – when there are two or three possibilities, then use your intuition to stick with one.

  An example of such a conversation might run:



As you will see from this excerpt, from the beginnings of a 'why' conversation, the young person is beginning to:

- Tell their own story (Unit A).
- Explore feelings and think about them (Unit B).
- Express values (Unit C).

It is highly likely that, whatever the starting point, the young person will arrive at the ME area of the curriculum when you use this technique.

- **Sharing some of the learning outcomes** with a young person, with prompts such as:

  Tell me about the last time you . . .

  Using a TV or film clip (fact or fiction) or a news item to **prompt revelations** along the lines of:

  Oh – I wouldn't do that, I'd . . .

- **Asking direct questions.**

  What sort of things have you learnt in the past 6 months?

  When did you?

  How did you learn that?

- **Disclosing information about yourself.**
  Anecdotally – inquiring about similar/dissimilar experiences/understandings.[6]

  When I bust up with my girlfriend last year I realised . . .

- **Brainstorming strengths and weaknesses** that (a) each spot in the other and (b) each is aware of in themselves.

- **Pondering the future.**

  What do you want to be . . .

  Move on to elicit more and more detail (Will you have kids? Where will you go on holiday? What papers will you read?) will help you to unpack real desires.

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[6] Beware, though, of becoming the listener who takes over the conversation! The purpose is not for the young person to learn more about you, but to learn more about themselves. By sharing, you can let them know it's OK to make mistakes – that it's possible to learn from them.

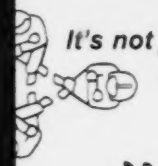
Assessment during *Getting Connected*

Many of the exercises you learned about as tools and techniques for learning can also be used as assessment tools. For example, the progress of a young person who has participated in, for example, a continuum exercise can be assessed if s/he repeats the exercise at a later stage (and if the continuum has been prepared on paper, the results of the exercise are available to use as evidence of such progress).

Useful tools and techniques are described in the A–Z on pages 188–195.

It's useful to remember that:

- **Paper-based tools** – such as checklists, worksheets, assignments and learning logs – produce direct evidence that can be used for accreditation purposes.
- **Non-paper-based tools** – such as drama, discussion, role-play and simulation – would need to be documented in some way to use as evidence. They could be taped (audio or video) or witnessed by someone who could write up a report.



It's not just what techniques you use – but the way that you handle the session . . .

How to give feedback constructively

Assessment involves judgements and it is vital that these judgements are shared and aired constructively.

Here are **ten tips** for all those giving feedback. If you are using **peer-assessment** you should explain the key principles to the young people involved. (You should also remind them to apply principles 5–10 when judging themselves in a **self-assessment**!)

1. Find out what the learner thinks about her/his own learning, before offering your own views.
2. Invite and offer feedback as one **equal** to another.
3. **Don't tell them what to do**. Empower learners – encourage them to decide their own future action.
4. **Be genuine with your praise** – any insincerity will be communicated and will invalidate your credibility as mentor.
5. **Reinforce the positives** – for most people, a negative point carries far more weight than positive points – so **begin and end with positive points.**
6. Offer only **constructive criticism** – invite and share several ideas about what could be different and how.
7. **Keep negative comments short** – the more time and energy spent talking about a particular aspect, the more likely it is to recur.

8 **Be specific** about both the positives and the things that could be done differently.

9 Criticise the **behaviour** not the person: *'I think you could have . . .'*, rather than *'You're such a . . .'*.

10 Compare an individual's development only with their own prior learning – **don't compare with peers**.

Try a feedback sandwich

Make it fresh
Offer as soon as possible after the event.

Keep the filling straightforward
Use the **A B C** – **A**ccurate, **B**rief and **C**lear.
Don't over-fill or the sandwich will collapse.
Give suggestions for change.

Aim for a balance of tastes
Balance negatives with positives but make sure you start with a positive 'doing' comment and finish with a positive 'being' comment – see **strokes** page 152).

How to record achievements

There are two main reasons **for the learner** to keep a record of their activities and assessments – this record will:

- ☐ Have **personal value** – documenting achievement and bolstering self-esteem.
- ☐ Provide **evidence** in their portfolio (for those aiming for accreditation).

Keeping a diary or learning log is one way of doing this. (An example of a mentor's learning log is shown on page 208.) Other record-keeping methods include:

- ○ Photographs of different stages – dated.
- ○ Video (or audio tape) over time.
- ○ Checklists – to both initial and date.
- ○ Session books – for mentor, learner, or both – in which to make comments.

For the mentor, one reason might be **accountability** – the agency you work for may require you to keep records of your work with the young adults. Even if they don't, it can be invaluable to track your own progress as a mentor – identifying:

- What you've already done with a particular young person, so that you can build on it as you plan what to do next.
- The tools and techniques that appear to work best for different types of people in different types of situation.

It is important to find a way of record-keeping that suits you – that is accessible, quick and easy to use – and won't get lost! Some methods of record keeping include:

- ☐ Recording **by date** – this might be a hardback note book kept by the agency which records events/incidents chronologically – everyone puts in a note about their session. Alternatively it might be a ring-binder of proformas completed every session (or at specified time intervals). Again the proforma overleaf might be used.

- ☐ Recording **by mentor** – a notebook for each mentor contains jottings about each session s/he carries out.

- ☐ Recording **by young adult** – a folder or box file for each young person includes all the work s/he does (notes on the back of an envelope as well as more formal records can be filed in one place).

- ☐ Recording **by session** – a proforma completed every session, or at specified time intervals (e.g. monthly).

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Specimen page of learning/diary log

Mentor's name:	Young person's name:	Date:

Curriculum: Area/s: Unit/s: Learning outcome/s: What happened: Take to supervision:	Work focus: Remember . . .	Evidence produced: What next?

An A-Z of assessment (and evidence of achievement)

Many of these activities have already been described in the **Mentoring** *or* **Learning** *sections. The purpose of the list is to remind you of the additional possibilities of each technique for the purposes of assessment (both of learning generally and of outcome achievement) and production of evidence.*

Action plans

See **Mentoring** page 134.

Assignments

These can sound like traditional educational ways of providing evidence of learning. When they are tailored to the realities and interests of the individual, and if they can be fulfilled in many ways other than 'essay' format, they can provide an opportunity to pursue, consolidate and demonstrate learning. (If they are not written however, you will need to devise some other way of documenting the achievement.)

Categorising

See **Learning** page 188.

Checklist

A detailed list of achievements, with space to tick and date.

Continuums

The concept has been explained in the **Learning A–Z** (page 188). For assessment purposes, the ends of the continuum might be 'very competent' at one end to 'totally incompetent' at the other. People place themselves on the line in response to the skill being called out (for example, being 'able to budget'). Photos can be taken and the activity repeated several months later and compared.

Conversation

Informed, unstructured dialogue may involve the learner in an 'aha!' moment, or giving an explanation or making connections. This could be taped, or notes could be written by the mentor or learner or others.

Diamond ranking

This activity – which can be used to prioritise preferences, beliefs and values – has been explained in the **Learning** section (page 190). Photocopies of the diamond can be kept as evidence and changes over time can be identified.

Discussion

Can range from the free-flowing and unstructured, to focused on a theme, to highly structured debates. There may or may not be a facilitator, who might ensure that everyone has an equal amount of time to comment at the beginning, or who may write up key ideas as these emerge. Video or tape recording can provide evidence for assessment or a witness may provide notes.

Exhibition

Similar to 'performance' in that it is an opportunity to show maximum competence and achievements to others – using photos, artefacts, projects, etc. Newspaper cuttings, photos, witness statements and personal journal writings all comprise evidence.

Flowcharts

These show sequences and connections – either to analyse gaps (see the know-how charts earlier in this section) or to plan what needs to happen, in what order, and when.

Games

This category incorporates all sorts of activities that involve competition (or sometimes co-operation) between two or more people. In the context of learning they will include some problem-solving – the 'game' element may be to provide fun. Recordings of the process may provide evidence for assessment.

Interviews

In real life, these include job and college situations. Role-plays and simulations could be used as rehearsals for real events or to explore possibilities. Video and tape recording can be very useful at the time – and much later if the interview is repeated.

Learning journal/log/scrapbook

A diary or log kept by the learner recording their development – some people use a written form, others prefer to speak in to a tape-recorder.

Own story

Some people prefer to tell their story by making an audio tape. This might be told in response to gentle questions, discussions, interviews or monologue. Some choose to write – an autobiography or a TV script. Some choose to produce a storyboard of drawings, or a scrapbook of photos.

Performance

This might be drama or some other 'product' such as teaching others a skill, sharing a video, playing a gig. All performances provide an opportunity to show competence to others and to obtain feedback. Video/audio recordings provide evidence for assessment – along with any newspaper cuttings and witness statements.

Poems, raps, songs

These are all rhythmic ways of expressing ideas with emotion and can be taped or written to produce evidence.

Practical activity

A live demonstration of doing something can be video recorded.

Projects

These can be carried out by individuals or teams and need to have a clear beginning and end – this will usually include a plan, which may or not be kept to. Often there is a concrete outcome – a product! The process of carrying out the project often generates lots of evidence for assessment as well as the end result.

Questions and answers

The mentor might question the learner – or the learner's questions of others might be evidence of learning, if taped or noted. See page 192 for more information about questions and answers.

Quizzes

As described under **Learning**, page 194, taped or written records can be kept, for evidence purposes.

Real world experiences

These are real life opportunities to put learning into direct use – for example in job interviews, campaigning, breaking up a fight, making friends, and so on. Evidence could be provided by a witness, or the learner might tell her/his story and have it recorded on audio or video.

Research

Examples of research activity are described on pages 209 and 210. The results can be used as evidence. Tapes of the process might provide additional evidence of learning.

Role-plays and simulation

Taping (video or audio) of the activity (see **Learning** page 194) and the debriefing provides useful evidence of personal development.

Sociograms/spidergrams

Show relative distance and closeness between people in relationship – for example, the group dynamic or the degree of risk of various options in a situation. See the A–Z of the **Learning** section (page 188) and the **Notes for mentors** for Unit D on page 64.

Storyboards

A sequence of drawings, cartoons or photos that provide an explanation – they may describe the past or lead on to speculate what might happen in the future. They can be used as 'show and tell', which is then recorded (tape or video) or stand alone.

Tutorials

Usually one-to-one (sometimes small group) sessions for checking on learning and progress, giving specific tuition to fill in any gaps. Tapes or notes of these sessions will be useful to keep for evidence of learning and progress.

Witness statements

These are given by people who have known the young person and seen them demonstrate particular attitudes, knowledge or skills. They might be informal verbal comments (*'Oh John couldn't sort out a budget when we put that meal on last year, but this month he . . .'*) to formal written statements. **It is important to date and sign them.**

So should you go for external accreditation?

Some of the advantages and disadvantages of the two routes are outlined below.

Accreditation

- Formal recognition can heighten the sense of achievement and, hence, self-esteem.
- Increases rigour and clarity.
- May attract additional funding and therefore allow for more resources to be available.

On the other hand . . .

- Formal procedures may be reminiscent of school and, therefore, feel threatening.
- Only the formal curriculum outcomes are accredited whatever the breadth of 'windfall' learning accumulated.
- For formal accreditation, the burden of proof is higher and may create anxieties.

Non-accreditation

- A gentler, less structured approach is possible (although the curriculum still informs all choices).
- Judgements of progress can occur naturally, when the opportunity arises – there may be less feeling of 'hoops to jump through'.
- There is scope for assessment of all learning, not just the formal learning outcomes – with more opportunities for building self-esteem.

On the other hand . . .

- Funders may not be satisfied if the outcomes are vague.
- If there is no clear incentive, motivation may be threatened.

ADVANTAGES

DISADVANTAGES

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Resources for mentors

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(CD ROM featuring voices of mentors from wide range of settings including education, business, New Deal, special needs, start-ups.)

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Useful organisations

AD International co-ordinates a mentoring network meeting occasionally in the south of England. Tel: 01923 224 737 Website: http://www.adinternational.com.

Barnados are involved in mentoring arrangements and action learning sets for their staff. Tel: 020 8550 8822.

Julie Hay provides workshops on 'Mars and Venus' in the mentoring relationship as a way of thinking about styles that is more helpful than 'male and female'. Tel: 01923 224 737.

The Department for Education and Skills publishes the *NewStart* newsletter – Issue 3, July '98 is on mentoring young people.

Institute of Careers Guidance – Mentoring Action Project has produced a leaflet, *Career Guidance Mentoring For Disengaged Young People*.

Alan Mumford has written about learning styles and mentoring – see *Management Skills and development Journal*, June '98.

Both the Chartered Institute of Personnel and Development (CIPD Tel: 020 8971 9000) and the Association of Management Education and Development (AMED Tel: 020 7613 4121) occasionally offer conferences and workshops on mentoring. AMED's journal *Organisations and People* often includes relevant articles.

The Fair for Innovation and Enterprise at Glasgow Caledonian University has produced two research papers on peer mentoring.

The Business Mentor Scheme in West London has considered race, culture and mentoring, concluding that mentoring may have a different appeal in different cultures.

The National Youth Agency (Tel: 0116 285 3700) produced a briefing paper (B43) on setting up mentoring schemes for young people.

The National Mentoring Network. Tel: 0161 787 8600 Fax: 0161 787 8555.

The Oxford School of Coaching and Mentoring (Tel: 01865 481 442) offers a range of qualifications, development programmes and networking opportunities.

Oxford Brookes University (Tel: 01865 488350) offers an MA in Coaching and Mentoring Practice.

The Annual Mentoring Conference is usually held in November in Cambridgeshire. It is sponsored by the European Mentoring and Coaching Centre and AMED. Tel: 01923 332 374 for details.

Oxfordshire County Council's Professional Development Service has a large learning centre and a wide range of professional development expertise. Tel/fax: 01865 772 198
Website: www.Oxfordshire.gov.uk/ppods.htm.

Websites

www.gettingconnected.org.uk
All the information you need to use ***Getting Connected***. Includes password-protected section for mentors who have undertaken ***Getting Connected*** training.

www.coachingnetwork.org.uk
The Coaching and Mentoring Network: Good Resource Centre, including information about training and accreditation.

www.funderstanding.com

www.learningbuzz.com
'Creating a Buzz about Learning': Peter Honey and associates' website.

www.learningweb.net

www.mentorsforum.co.uk

www.nmn.org.uk
National Mentoring Network: Strong focus on mentoring with young people, especially within formal education settings.

www.oscm.co.uk
Oxford School of Coaching and Mentoring: virtual organisation delivering a range of development and qualification programmes.

www.thetrainingoasis.com

www.trainingshop.co.uk
The Training Shop: excellent source of training 'toys' as well as information on accelerated learning.

www.trainingzone.co.uk
Comprehensive training site regularly features items on mentoring.

www.practicepro.lpic.ca/occ/default.asp

www.coachingclinic.com
The On-Line Coaching Clinic: 'workshops to enhance peace of mind, performance, productivity and profit'.

www.ca4it.com/coaching_clinic/content.html

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www.research.ibm.com/AppliedLearningSciWeb/Snyder/edmedia.htm

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www.mbhs.bergtraum.k12.ny.us/mentor/index.html

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www.glef.org/edutopia/newsletters/7.1telementoring.html

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AMED: professional network for people in individual and organisation development. Co-sponsors of annual European Mentoring Conference.

www.Oxfordshire.gov.uk/ppods.htm
Oxfordshire County Council's Professional Development Service.

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European Mentoring Centre: information on research, conferences (including past papers), accredited certificate.

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